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# The NORTH CAROLINA STATE NORMAL and INDUSTRIAL COLLEGE



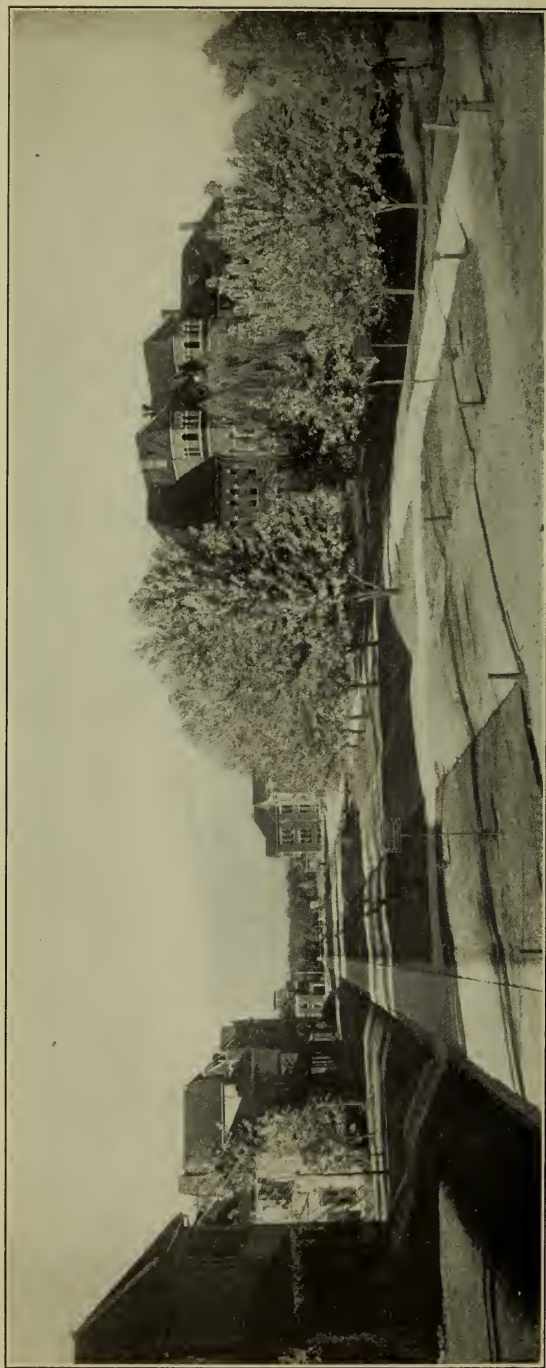
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STATE NORMAL AND  
INDUSTRIAL COLLEGE

COLLEGE AVENUE

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SIXTEENTH ANNUAL CATALOGUE  
OF THE  
North Carolina State Normal  
and  
Industrial College

GREENSBORO  
NORTH CAROLINA



1907-1908

JOS. J. STONE & COMPANY  
PRINTERS  
GREENSBORO, N. C.



*Every human being has a claim to a judicious development of his faculties by those to whom the care of his infancy is confided. The mother is qualified, and qualified by the Creator Himself, to become the principal agent in the development of her child;  
\*      \*      \*      and what is demanded of her is—a thinking love.*

*—Pestalozzi.*

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## THE NORTH CAROLINA STATE NORMAL AND INDUSTRIAL COLLEGE

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### IDEAS FOR WHICH THE COLLEGE STANDS

The State Normal and Industrial College stands for a public school system that will educate all the people. It teaches its students and urges them to teach others the doctrine of universal education. The authorities of the Institution regard the College as a part of the public school system of the State, and believe that it has a duty to discharge, not only to those who study within its walls, but to that great body of people who, for one reason or another, will not enter this or any other school or college. The greatest amount of educational opportunity to the greatest number of people, is its motto and its aim. Without reservation, members of its faculty stand for local taxation for public schools, and for every movement which tends to secure to the State effective teaching for every child, preparing him for productive labor and intelligent citizenship.

The Institution undertakes to emphasize in every legitimate way that any system of education which refuses to recognize the equal educational rights of women with those of men is unjust, unwise, and permanently hurtful.

I respectfully submit that there is no part of North Carolina's public educational system from which she can expect more in proportion to what she has expended than she may reasonably hope to reap from the work of this College. It is the only college in North Carolina for women of the white race which has an appropriation from the State.

One-third of the population of North Carolina is composed of women and girls of the white race, and the opportunities given to this class of our population will determine North Carolina's destiny. The chief factors of any civilization are its homes and its primary schools. Homes and primary schools are made by women rather than by men. No State which will once educate its mothers need have any fear about future illiteracy. An educated man may be the father of illiterate children, but the children of

educated women are never illiterate. Three-fourths of all educated women in North Carolina spend a part of each day educating their own children or the children of others, whereas, three-fourths of the educated men in the State spend a very short time daily with their own children, to say nothing of educating them.

Money invested in the education of a man is a good investment, but the dividend which it yields is frequently confined to one generation and is of the material kind. It strengthens his judgment, gives him foresight, and makes him a more productive laborer in any field of activity. It does the same thing for a woman, but her field of activity is usually in company with children, and therefore the money invested in the education of a woman yields a better educational dividend than that invested in the education of a man. Therefore, the State, for the sake of its present and future educational interests, ought to decree that for every dollar spent by the government, State or Federal, in the training of men, at least another dollar be invested in the work of educating women.

If it be claimed that woman is weaker than man, then so much the more reason for giving her at least an equal educational opportunity with him. If it be admitted, as it must be, that she is by nature the chief educator of children, her proper training is the strategic point in the universal education of any race. If equality in culture be desirable, and if congeniality between husbands and wives after middle life be important, then a woman should have more educational opportunities in youth than a man; for a man's business relations bring him in contact with every element of society, and if he have fair native ability he will continue to grow intellectually during the active period of his life, whereas, the confinements of home and the duties of motherhood allow little opportunity to a woman of any culture except that which comes from association with little children. This experience which comes from living with innocent children is a source of culture by no means to be despised, but how much better would it be for the mother and the father and the children if the mother's education in her youth could always be such as will enable her in after life to secure that inspiration and solace and power which comes from familiarity with the great books of the world.

CHARLES DUNCAN McIVER.



## CONTENTS

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Ideas for which the College stands .....	3
Calendars .....	6, 7
Board of Directors .....	8
Faculty .....	9-13
Officers .....	14-15
Important Directions .....	16
Establishment .....	17
Purpose, Organization and History .....	18
Admission Requirements and Examinations .....	20
Courses Leading to Degrees .....	25
Regulations .....	28
Brief Courses for Teachers .....	30
Departments and Courses of Instruction .....	31-59
County Appointments .....	60
Applications for County Appointments .....	61
Expenses for Annual Session .....	63
Free Tuition .....	66
Loan Funds and Fellowships .....	67
Government .....	68
Contract .....	69
Location and Accessibility .....	71
Equipment .....	72
Social Life .....	75
Religious Life .....	76
General Culture .....	77
Health and Medical Attention .....	79
Some Distinctive Features .....	80
Organizations .....	82
Teacher's Registry .....	84
Students .....	85
Summary .....	99
Summary by Counties .....	99
Scope of Patronage .....	100
Standing Committees of Faculty .....	102
Index .....	

1908														1909													
JANUARY							JULY							JANUARY													
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# COLLEGE CALENDAR

1908-1909

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1908—September 15. Tuesday—  
Examinations begin.

**For New Students:**

Registration.

Entrance Examinations.

Examinations for Advanced Standing.

**For Former Students:**

Examinations for Removal of Conditions.

Examinations for Advanced Standing.

September 19. Saturday—

Examinations end.

Registration of Former Students.

Registration of Students who enter by Certificate.

September 21. Monday—

Regular College Work begins.

November 26. Thursday—

Thanksgiving Holiday.

Christmas—

Recess from Dec. 23 to Jan. 4, inclusive.

1909—January 25. Monday—

Spring Term begins.

March 30. Tuesday—

Two-Months' Course for Teachers begins.

May 23, 24, 25. Sunday, Monday and Tuesday—

Commencement Exercises.

## BOARD OF DIRECTORS

---

B. F. Aycock .....	Wayne County
T. B. Bailey .....	Davie County
A. J. Conner .....	Northampton County
S. M. Gattis .....	Orange County
R. T. Gray .....	Wake County
J. Y. Joyner .....	Guilford County
C. H. Mebane .....	Catawba County
J. D. Murphy .....	Buncombe County
J. L. Nelson .....	Caldwell County
Walker Taylor .....	New Hanover County
T. S. McMullan .....	Perquimans County

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## OFFICERS OF THE BOARD

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J. Y. Joyner, State Superintendent of Public Instruction,  
Ex-officio, President.

A. J. Conner, Secretary.

E. J. Forney, Treasurer.

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## EXECUTIVE COMMITTEE

---

S. M. Gattis, Chairman.

R. T. Gray.

J. D. Murphy.

J. Y. Joyner.

# FACULTY

---

JULIUS I. FOUST, Ph. B.

PRESIDENT

WILLIAM C. SMITH, Ph. B.

ENGLISH LANGUAGE AND LITERATURE

JUNIUS A. MATHESON, A. B.

PEDAGOGY

GERTRUDE W. MENDENHALL, B. S.

MATHEMATICS

EUGENE W. GUDGER, M. S., Ph. D.

BIOLOGY AND GEOLOGY

ANNA M. GOVE, M. D.

PHYSIOLOGY AND HYGIENE

WILLIAM C. A. HAMMEL

PHYSICS AND MANUAL ARTS

MARY M. PETTY, B. S.

CHEMISTRY

MARY SETTLE SHARPE

EXPRESSION

VIOLA BODDIE

LATIN

NENA MORROW

FRENCH



FACULTY — Continued

---

BERTHA M. LEE

GERMAN

HERMANN H. HOEXTER, B. S., B. Mus.

SCHOOL AND VOCAL MUSIC

LAURA L. BROCKMANN

PIANO AND HARMONY

CHARLES J. BROCKMANN

STRINGED INSTRUMENTS AND PIANO

MYRA ALDERMAN ALBRIGHT

PIANO

MELVILLE VINCENT FORT

INDUSTRIAL DRAWING AND ART

---

HISTORY

MINNIE L. JAMISON

DOMESTIC SCIENCE

E. J. FORNEY

STENOGRAPHY, TYPEWRITING AND BOOKKEEPING

ROBERT A. MERRITT, A. B.

PSYCHOLOGY AND HISTORY OF EDUCATION

KATHERINE M. McNAUGHTON, B. S.

DOMESTIC ART

FACULTY — Continued

---

RUENA G. WEST

PHYSICAL CULTURE

NELLIE ASHBURN BOND

INSTRUCTOR IN ENGLISH

JULIA M. RAINES

INSTRUCTOR IN MANUAL ARTS

CORA STRONG, A. B.

INSTRUCTOR IN MATHEMATICS

CHRISTINE M. SNYDER, A. B.

INSTRUCTOR IN GERMAN

NETTIE LEETE PARKER

INSTRUCTOR IN MATHEMATICS

MARTHA ELIZABETH WINFIELD

INSTRUCTOR IN ENGLISH

REBECCA SCHENCK

INSTRUCTOR IN HISTORY

SUSAN S. BATTLE, A. B.

INSTRUCTOR IN ENGLISH

OELAND L. BARNETT

INSTRUCTOR IN LATIN

BESSIE DANIEL

INSTRUCTOR IN COMMERCIAL DEPARTMENT

.

FACULTY — Continued

---

ANNIE F. PETTY

LIBRARY METHODS

MARY ROBINSON

INSTRUCTOR IN BIOLOGY

IVAH BAGBY

INSTRUCTOR IN ENGLISH

L. CLARE CASE

INSTRUCTOR IN LATIN

PATTIE McADAMS

INSTRUCTOR IN HYGIENE

---

NETTIE M. ALLEN

SUPERVISING TEACHER IN TRAINING SCHOOL

ANNIE W. WILEY

SUPERVISING TEACHER IN TRAINING SCHOOL

IOLA V. EXUM

SUPERVISING TEACHER IN TRAINING SCHOOL

LIZZIE McIVER WEATHERSPOON

SUPERVISING TEACHER IN TRAINING SCHOOL

ETTA R. SPIER

SUPERVISING TEACHER IN TRAINING SCHOOL

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FACULTY — Continued

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IONE H. DUNN

SUPERVISING TEACHER IN TRAINING SCHOOL

ETHEL LEWIS HARRIS

SUPERVISING TEACHER IN TRAINING SCHOOL

RUTH FITZGERALD

SUPERVISING TEACHER IN TRAINING SCHOOL

SUE NASH

SUPERVISING TEACHER IN TRAINING SCHOOL

SETHELLE BOYD

SUPERVISING TEACHER IN TRAINING SCHOOL

LUCY VIELE THURSTON

SUPERVISING TEACHER IN TRAINING SCHOOL

# OFFICERS OF THE INSTITUTION

---

JULIUS I. FOUST

PRESIDENT

WILLIAM C. SMITH

DEAN

SUE MAY KIRKLAND

LADY PRINCIPAL

ANNA M. GOVE

PHYSICIAN

PATTIE McADAMS

TRAINED NURSE

ELIZA N. WOOLLARD

ASSISTANT NURSE

SOPHRONIA HIATT

MATRON

MELISSA L. WILSON

SUPERVISOR OF DINING ROOM

E. J. FORNEY

BURSAR

LAURA H. COIT

SECRETARY

ANNE LEE SHUFORD

REGISTRAR



OFFICERS OF THE INSTITUTION — Continued

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MAMIE G. BANNER  
STENOGRAPHER

ANNIE F. PETTY  
LIBRARIAN

BETTIE LEARY  
ASSISTANT LIBRARIAN

## IMPORTANT DIRECTIONS

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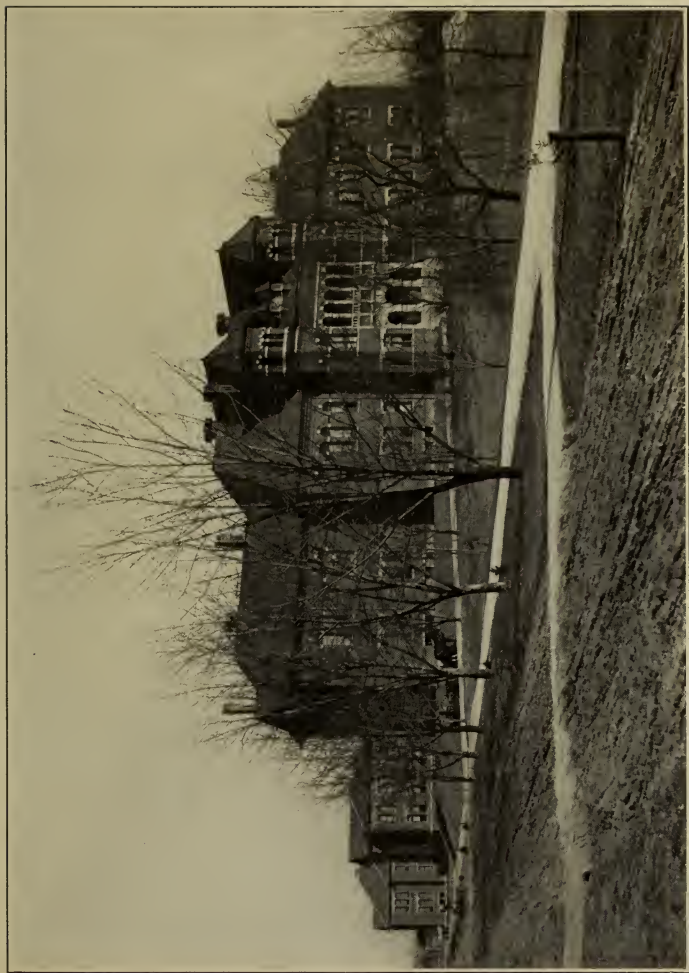
1. The attention of the student is directed to the college calendar. **See page seven of this catalogue.**

2. When application is made for admission, the applicant should not fail to give her county.

3. Special attention is called to the article on “**Requirements for Admission.**”

4. The rooms in the dormitories have been comfortably fitted up, and the beds have good springs and mattresses. Each student is expected to bring for her own use the following articles: One pillow and two pairs of pillow cases, two pairs of sheets, two pairs of blankets, two counterpanes, six towels and six table napkins; one spoon, knife, and glass for individual use in her room. **Only single beds are used.**

5. If, after examining this catalogue carefully, further information is desired, it can be obtained by addressing J. I. Foust, President, Greensboro, N. C.



STATE NORMAL AND  
INDUSTRIAL COLLEGE

MAIN BUILDING

LIBRARY  
OF THE  
UNIVERSITY OF ILLINOIS

# The State Normal and Industrial College

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## ESTABLISHMENT

Established by act of the General Assembly of 1891, the North Carolina State Normal and Industrial College first opened its doors for the reception of students October 5th, 1892. More than to any other one man the Institution owes its conception and establishment to Charles Duncan McIver. He formulated the plan that gave it birth; his earnest labors procured the passage of the act establishing it; and to his wisdom and energy is to be attributed the success which it has achieved. For fifteen years he guided, directed and controlled its destinies, and in the future as in the past the State's College for Women must ever remain a monument to his educational statesmanship. It was his idea that the State should here provide for the young women of North Carolina an institution of higher learning good enough for any of its women and within the reach of all. Equality of opportunity and fitness for service were to be its watchwords,—earnest living and high thinking its ideals. Such he strove to make the College, and such, continually, it will strive to be.



## PURPOSE, ORGANIZATION AND HISTORY

The purpose for which the Institution was created as stated in Section 5 of the Act establishing it is as follows :

“Section 5. The object of this institution shall be (1) to give to young women such education as shall fit them for teaching; (2) to give instruction to young women in drawing, telegraphy, typewriting, stenography, and such other industrial arts as may be suitable to their sex and conducive to their support and usefulness. Tuition shall be free to those who signify their intention to teach upon such conditions as may be prescribed by the Board of Directors.”

The chief mission of the College has been and will continue to be the preparation of teachers. At least two-thirds of all its enrolled students and nine-tenths of all its graduates have rendered service to the State in either the public or the private schools. For students who may not wish to teach and who must yet look to their own efforts for a livelihood, instruction is offered in the commercial branches, drawing, industrial art, domestic science, and other subjects—the mastery of which will enable them to become self-supporting. The College realizes, however, that not all who seek an education do so with a desire to become teachers or from motives of self-support. For that considerable body of women who seek the broad culture to be derived from a familiarity with the world's best thought and achievement, liberal courses in the arts, sciences and music are offered,—the Institution thus endeavoring to meet the needs of the women of North Carolina and to give such education as will add to the efficiency of the average woman's work, whatever her position and field of labor.

The management of the College is vested in a Board of Directors, consisting of one member from each of the Congressional districts, the first Board being elected by the General Assembly of 1891. The State Superintendent of Public Instruction is, *ex-officio*, an additional member of the Board, and its President.

The act establishing the Institution required that it be located at some suitable place, where the citizens would furnish the necessary buildings or money sufficient to erect them. The Board of Directors accepted the offer made by the city of Greensboro, which was \$30,000 in money, voted by the town, and a beautiful ten-acre site, located in the corporate limits, and donated by Messrs. R. S. Pullen, R. T. Gray, E. P. Wharton, and others. Since the original donation the directors have purchased about 116 acres of land.

Sixteen years ago the College began its work with two buildings inadequately equipped, an annual appropriation of \$10,000 for maintenance, a teaching force of fifteen, and a student enrollment of two hundred and twenty-three. The people, regardless of denominational or party affiliations, have stood loyally by their College and each succeeding legislature has dealt more and more liberally with it. Each year has seen a steady growth until today the Institution has, including the McIver Building now in course of erection, eleven buildings; seventy lecture rooms, laboratories and offices; dormitory accommodations for 455 boarders; a teaching and official force of sixty-two; and, including the Training School, an enrollment of between 900 and 1000 students. The value of the plant is \$550,000, and the annual State appropriation is \$70,000.

## ADMISSION OF STUDENTS

The Normal and Industrial College is a part of the public school system, and its special mission is to prepare people to work in and improve that system. Desiring to do the greatest possible good to all the State, the College has so arranged its courses of study that any bright girl who has improved all her opportunities in the best country public schools can enjoy its advantages. In order that the degrees which the Institution confers shall be worthy of the State and its College for Women, the requirements for admission and the courses of study have been made equivalent to those of the colleges of best standing in North Carolina. For the benefit of those worthy and ambitious young women whose local conditions are such as to render it impossible for them to secure proper preparation in all the subjects required for entrance, the Institution maintains a college preparatory department, offering two years' instruction in the subjects required for admission to the Freshman class.

## REQUIREMENTS FOR ADMISSION

1. Applicants for admission to the College should be sixteen years old and in good health.
2. They should send with their application, *which they themselves must write, a statement from their last teacher as to scholarship, conduct, and habits of study.*
3. For admission to the Freshman class examinations must be passed in the following subjects: Mathematics, History, English, Physical Geography, and Latin or German or French.

The requirements in each of these subjects are as follows:

**MATHEMATICS:** Applicants must pass a satisfactory examination in Arithmetic and Elementary Algebra. In Arithmetic students must show ability to analyze and explain correctly.

In Algebra accurate knowledge of the following subjects is necessary: Factoring, Common Divisors and Multiples, Theory of Exponents, Radicals and Equations involving Radicals, Quadratic Equations and Imaginary Quadratics.

**HISTORY:** Two courses are required for entrance. All applicants must pass a satisfactory examination in United States History. One of the following courses must also be offered: History of England, or Ancient History (Greece and Rome).

Students would do well to review their history studies before attempting these examinations. In United States History the examination will be based on the material presented in any good high school text, such as *Our Country*, Mace's *School History*, Fiske, Adams and Trent, or White. Suitable books for preparation in English History are Cheyney's *Short History of England*, Montgomery's *Leading Facts*, Coman and Kendall's, or Andrews' *History of England*. If Greek and Roman History be offered instead of English History, the student should be familiar with some good text such as West's, Botsford's, Morey's, or Myer's *Ancient History*.

**ENGLISH:** *English Language; Grammar, Elementary Rhetoric, representative selections from English and American Literature.*

In literature, the candidate may expect to be

examined on the following: Narrative selections from Irving and Hawthorne; Poe's Tales, Franklin's Autobiography, The DeCoverley Papers; representative poems of Bryant, Whittier, Longfellow and Lowell; Scott's *Ivanhoe* and *Lady of the Lake*, Milton's *Minor Poems*, and Shakespeare's *Merchant of Venice*, *Julius Cæsar*, and *As You Like It*.

The candidate will be required to present evidence of a general knowledge of the subject matter, and to answer simple questions on the lives of the authors. The English examination, however, will consist mainly in the writing of paragraphs on each of several topics chosen from the works assigned for study. The treatment of these topics is designed to test the candidate's power of clear and accurate expression. In preparation for this test, it is important that the candidate be well instructed in the fundamental principles of grammar and rhetoric.

**PHYSICAL GEOGRAPHY:** The text-book used in the Preparatory Department of the College is Tarr's *New Physical Geography*, and from it the entrance examination will be made out. This may be expected to cover such important topics as the Land, its physiographic features and the processes which have brought them about; the Ocean, its composition, currents, effects on climate, and its shore lines with their influence on civilization; the Atmosphere, its movements, weather, and climate; the distribution of animals and plants brought about by differences of temperature and moisture; and lastly, the Physiography of the United States, and its effects on the industries and pursuits of the nation. Students who expect to take this examination are urged to make careful preparation therefor.



**LATIN:** Two years of Latin must be offered for admission to the Freshman class in the Bachelor of Arts course and by all candidates who elect Latin in any of the other courses. The requirement in Latin will also be accepted as satisfying the conditions for entrance into German and French. Candidates must pass an examination on one year's work as outlined in any good text-book for beginners, and on four books of Cæsar's Gallic War, together with Latin prose composition.

**GERMAN:** Students who wish to elect this subject must, if they do not offer two years of Latin as outlined above, offer an equivalent in German and pass an examination showing a fair knowledge of German inflection and conjugation.

**FRENCH:** Students who elect this subject must satisfy the two years' entrance requirement in Latin or pass an examination in French. If French is to be offered for admission, the student should have had two full years of work in grammar, and should have read four or five hundred pages of French. Ability to write simple sentences correctly and knowledge of the regular conjugations should be obtained in preparatory work.

#### TIME AND PLACE OF EXAMINATIONS

All candidates for admission into the College who have entrance examinations to stand must assemble in the college chapel at 9:00 a. m., Tuesday, September 15th, for preliminary registration. They will there be assigned to rooms for examination.

Former students who have no examinations to stand and new students who are to enter on certificate must present themselves for registration on Saturday morning, *September 19th*.

#### ADMISSION TO ADVANCED STANDING

Candidates for admission to an advanced class are subject to examinations on all studies required for admission to the Freshman class, and on all studies pursued by the class up to the point at which they enter. Such candidates should present themselves for examination on the same days and at the same hours with candidates for admission into the Freshman class.

## COURSES OF STUDY

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### COURSES LEADING TO DEGREES

It is the special province of the State Normal and Industrial College to emphasize the useful and practical rather than the ornamental, though it does not mean to depreciate, nor will it neglect the æsthetic features of education.

The work of the College has been arranged with a view to preparing young women to teach. Experience shows, however, that no one course of study will adequately prepare teachers to meet the diverse requirements demanded by the several schools. One school may demand a teacher whose mission it is to give instruction in all the subjects taught in the public schools. Another may demand special qualification requiring continued study of particular subjects, such as language, mathematics, or science. Not infrequently one school will have need of both classes of teachers; for the lower grades, one qualified in several subjects; for higher grades, one specially qualified in fewer subjects. Moreover, there is an obligation which the College and the State owe to those young women who, like their brothers at the other State colleges, desire a good general education, but do not expect to become teachers.

To meet these varying demands and to give students a certain degree of latitude in selecting their college work, instruction is offered in four general courses of study leading to the following degrees: Bachelor of Pedagogy, Bachelor of Arts, Bachelor of Science, and Bachelor of Music.

## COURSE I.—BACHELOR OF PEDAGOGY

This course is designed particularly for those who intend to teach. It differs from the other courses chiefly in requiring that part of the Junior year and one-half of the Senior year be devoted to Pedagogy and the work of actual teaching in the Training School.

FRESHMAN		SOPHOMORE	
English . . . . .	3	English . . . . .	3
Latin, French or German . . . .	4	Latin, French or German . . . .	4
Plane Geometry . . . . .	4	Higher Algebra, Solid Geometry and Plane Trigonometry . . . .	4
Music and Hygiene . . . . .	3	Chemistry . . . . .	4
Drawing . . . . .	2	History, Drawing, Manual Arts, or Dom. Science and Dom. Art . .	3
Manual Arts, or Biology and Botany . . . . .	2		
JUNIOR		SENIOR	
English . . . . .	3	English . . . . .	3
Latin, French or German . . . .	3	Expression . . . . .	2
Psychology . . . . .	3	Pedagogy . . . . .	9
Physics . . . . .	4	Calculus, Geology, Physiology, Gen. Biology, Chemistry, Physics, } Dom. Science and Dom. Art. } 4	
Pedagogy . . . . .	3	Manual Arts or Drawing . . . .	
Civics and History, or Analytical Geometry . . . .	3		

A student in the Bachelor of Pedagogy course may elect either Biology or Manual Arts in the Freshman year and either History, Drawing, Manual Arts, or Domestic Science in the Sophomore year. Freedom of choice is allowed in the elective subjects of the Senior year, provided that the necessary preparatory work has been done by the proper election in previous years.

## COURSE II.—BACHELOR OF ARTS

This course is designed particularly for those who may wish to give special attention to the languages. Students who have free tuition through taking the pledge to teach, are required to take the Pedagogy offered in the Senior year and five additional periods of practice work. Those who are unable to add this requirement without exceeding the limit of 20 periods, may substitute the practice work for any three or four period Senior subject other than Pedagogy.

FRESHMAN		SOPHOMORE	
English . . . . .	3	English . . . . .	3
Latin . . . . .	4	Latin . . . . .	4
French or German . . . . .	4	French or German . . . . .	4
Plane Geometry . . . . .	4	Higher Algebra, Solid Geometry and Plane Trigonometry . . . . .	4
Vocal Music and Hygiene . . . . .	3	History . . . . .	3
JUNIOR		SENIOR	
English . . . . .	3	English . . . . .	3
Latin . . . . .	3	Latin . . . . .	3
French or German . . . . .	3	French or German . . . . .	3
Psychology . . . . .	3	Calculus, Geology, Physiology or General Biology . . . . .	4
Physics or Chemistry . . . . .	4	Expression . . . . .	2
Civics and History, or Analytical Geometry . . . . .	3	Pedagogy or History . . . . .	3

## COURSE III.—BACHELOR OF SCIENCE

This course is designed particularly for those who may wish to give special attention to science. Students who have free tuition through taking the pledge to teach are required to take the Pedagogy offered in the Senior year and five additional periods of practice work. Those who are unable to add this requirement without exceeding the limit of 20 periods, may substitute the practice work for any three or four period Senior subject other than Pedagogy.

FRESHMAN		SOPHOMORE	
English . . . . .	3	English . . . . .	3
Latin, French or German . . . . .	4	Latin, French or German . . . . .	4
Plane Geometry . . . . .	4	Higher Algebra, Solid Geometry and Plane Trigonometry . . . . .	4
Music and Hygiene . . . . .	3	Chemistry . . . . .	4
Drawing . . . . .	2	Drawing, Manual Arts or, Dom. Science and Dom. Art . . . . .	3
Manual Arts, or Biology and Botany . . . . .	2		
JUNIOR		SENIOR	
English . . . . .	3	English . . . . .	3
Latin, French or German . . . . .	3	Pedagogy or History . . . . .	3
Psychology . . . . .	3	Calculus or Science . . . . .	4
Physics . . . . .	4	Science . . . . .	8
Analytical Geometry, or Civics and History . . . . .	3	or Science . . . . .	4
Expression . . . . .	2	and Dom. Science and Dom. Art, or Manual Arts or Drawing . . . . .	4

A student in the Bachelor of Science course may elect Manual Arts or Biology in the Freshman year, Freshman Manual Arts to be followed by the same subject in the Sophomore year and Freshman Biology to be followed by Domestic Science in the Sophomore year. In the Senior year freedom of choice is allowed in the elective subjects.

#### COURSE IV. — BACHELOR OF MUSIC

This course is designed for students who may wish to give special attention to instrumental or vocal music.

For entrance into the "Music Course" a student must have passed the examinations required for admission to the College and must have had sufficient previous training to play the simple forms of scales in all keys correctly, and to read music in the easier grades readily at sight.

The same extra charges for music will be made as advertised elsewhere in this catalogue. See expenses, (Special Department). Free-tuition students taking this course will be required to do additional work in the Training School.

FRESHMAN		SOPHOMORE	
English . . . . .	3	English . . . . .	3
Latin, French or German . . . . .	4	Latin, French or German . . . . .	4
French or German . . . . .	4	Dom. Science and Dom. Art . . . . .	3
or		or	
Biology and Botany . . . . .	2	French or German . . . . .	4
History . . . . .	2	History . . . . .	3
Mathematics . . . . .	4	Piano . . . . .	3
Piano . . . . .	3	School Music . . . . .	3
JUNIOR		SENIOR	
English . . . . .	3	English . . . . .	3
Latin, French or German . . . . .	3	Latin, French or German . . . . .	3
Psychology . . . . .	3	Course in Piano . . . . .	4
Course in Piano . . . . .	4	or	
or		School Music, Voice and Piano 4	
School Music, Voice and Piano 4		Ear Training . . . . .	1
Harmony . . . . .	2	Expression . . . . .	2
School Song . . . . .	2	Theory and Practice of Teaching	
History of Music . . . . .	1	Music . . . . .	5

#### COURSE OF STUDY — REGULATIONS

Twenty periods a week is the maximum number of periods allowed any student. All students are required to take at least fifteen periods of work.

The work in a lower class must be completed before the work in the same subject can be taken in a higher class. In case of a conflict between work in a lower class in any department and the work in a higher class in another department, if the student cannot, within the limited number of periods allowed, take both, she must drop the work in the higher class and continue the work in the lower.

Satisfactory examinations on all back work must be passed at the beginning of the session. Students receiving a failure on any subject at the mid-year examinations are required to either drop into a lower class in that subject, or to discontinue the study of it for that year. Seniors receiving a condition on more than one subject at mid-year examinations are no longer to be considered members of the class, and will be required to discontinue some of their work.

No student will be allowed to change her course of study after the end of the first month of the college year.

#### COURSES FOR STUDENTS NOT CANDIDATES FOR A DEGREE

All students are advised to elect one of the regular courses. They furnish an excellent foundation of liberal education and at the same time allow a reasonable latitude for specialization in single branches. When it seems advisable, however, special courses will be arranged for students who are neither under contract to teach nor candidates for a degree.



## BRIEF COURSES FOR TEACHERS

The State Normal and Industrial College desires to render every possible service to the educational interests of the State. In the hope of quickening the educational life and rendering more effective the public school system, the College offers to women teachers two brief courses of instruction specially designed for those who seek better professional equipment, but who, for various reasons, are unable to pursue the full courses of four years each.

One of these courses is of two months' duration, beginning about April 1st, and closing with the College year. The second course, embracing a full year's work, is open to those who have satisfactorily completed the briefer course, and to all others whose general education and pedagogical experience enable them to undertake the work with profit.

All the advantages of the College will be available to students pursuing these courses. In the department of Pedagogy, lectures on the best methods of teaching all the common school studies are given, and the students have an opportunity of spending some time in the Practice and Observation School. In addition to the work of the Pedagogical department, lectures and laboratory work are offered in the several departments of science, and special teachers' courses are given by the departments of English and History. Special information descriptive of the work may be had upon application. Women teachers who may wish to register for either of the foregoing courses are invited to correspond with the President of the College. Applications should be made at least one month in advance of the time when regular work is to begin.



## DEPARTMENTS AND COURSES OF INSTRUCTION

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### PEDAGOGY

JUNIUS A. MATHESON  
ROBERT A. MERRITT

The purpose of this course is strictly professional; that is, to prepare, in the best possible manner, young women for the work of organizing, governing, and teaching in the schools of North Carolina. Successful teaching must be based on well-defined principles of individual and social life and development, and on a clear comprehension of the aim and purpose of education. The teacher of children should have broad and accurate scholarship. She should also have a knowledge of the nature and growth of the child's mind. But preparation for effective teaching does not end with a knowledge of subject and pupil. A teacher should be acquainted with the best modern practice of the profession and with the theories on which such practice is grounded. The best that training can do is to add an increment of power to native gifts. To do this teacher-training should have as the chief end in view the knowledge and use of method. Such, therefore, is the aim and purpose of this department.

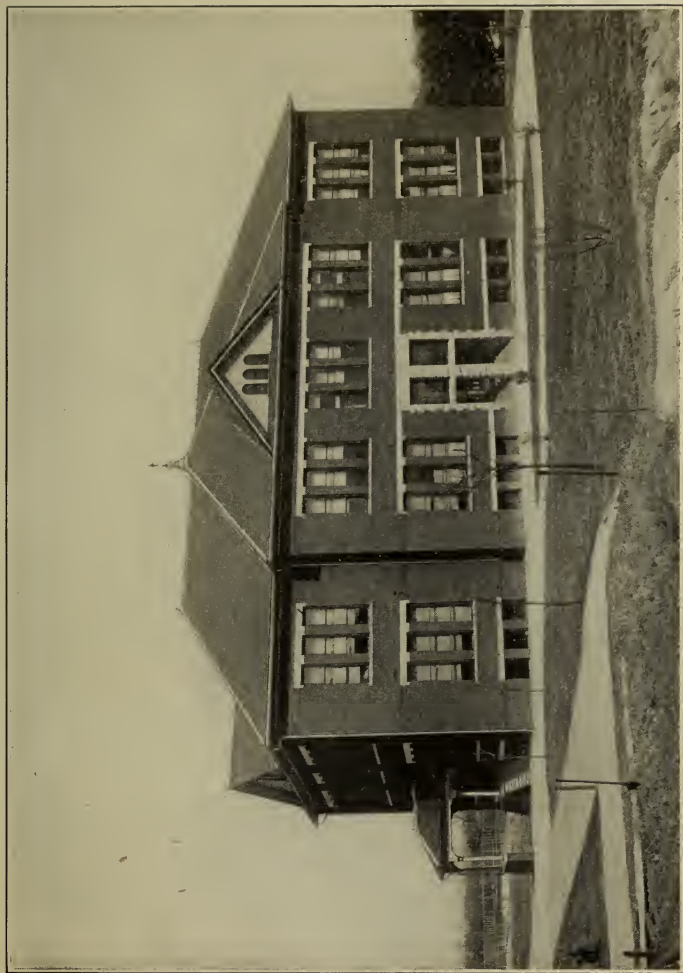
In addition to a theoretical study of the best that has been said and done in education the College maintains

#### A TRAINING SCHOOL FOR TEACHERS

This School is intended to be a laboratory having three well-defined objects in view: the study of children, the observation of correct methods, and practice work in actual teaching. It is here that all theories of method are tested in actual school room work. Students are required to do regular and definite work during the entire Senior year under the direction of the head of the department and of experienced supervising teachers. Such required training in practical work gives the students not only an opportunity of demonstrating their own ability to plan lessons and to teach, but also confidence and skill in class management and in carrying out the various details of school work.

The Training School, with separate and well appointed building, has ten classes and an enrollment of over three hundred and fifty children embracing all grades in elementary schools. In order to meet the demands for teachers in the Public High Schools of the State students desiring to make a specialty of high school work will have an opportunity to teach such subjects as they may select.

*Course I. Elementary Psychology.*—Junior year. Three periods a week—fall term. Special study of the laws of mental development and of the instincts, impulses and capacities of children. Characteristics of attention, memory, interest and imagination.



STATE NORMAL AND  
INDUSTRIAL COLLEGE

CURRY BUILDING (TEACHERS' TRAINING SCHOOL)

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UNIVERSITY OF ILLINOIS

*Course II. History of Education.*—Junior year. Three periods a week—spring term. A study of the origin and development of the most formative educational systems of the past.

*Course III. Pedagogy.*—Junior year. Three periods a week—entire year. A theoretical study of the principles of education with observation of these principles as applied in the Training School.

*Course IV. (a) Pedagogy.*—Senior year. Four periods a week—entire year. Science and art of education. Special study of the method of teaching the different subjects. Lectures on discipline, school management, course of study, and the progress and development of educational thought. Parallel reading and study of the lives of educational reformers.

*Course IV. (b) Practice in Teaching.*—Senior year. Five periods a week—entire year. Teaching in the Training School under the direction of the head of the department and of the supervising teachers. The preparation of lesson plans; advanced work in child study; application of facts discovered to the work of teaching.

*Course V. Pedagogy.*—Special course. Three periods a week—entire year. Brief course in principles and methods of teaching; discipline; general school management, and special work in public school subjects. This course is intended for those who cannot remain long enough to complete the regular course in Pedagogy. It includes text-book work, observation in the Training School and lectures.

## ENGLISH

WILLIAM C. SMITH  
NELLIE ASHBURN BOND  
MARTHA E. WINFIELD  
SUSAN S. BATTLE  
IVA H. M. BAGBY

*Course I. Freshman.*—Three periods a week. The elements of Prose Composition with special study of Paragraph Structure. Frequent and regular Theme-writing. "English Poems from Chaucer to Kipling." Tennyson's *Princess*, Carlyle's *Burns*, De Quincey's *Joan of Arc*.

*Course II. Sophomore.*—Three periods a week. General Rhetoric and Advanced Composition. Frequent and regular Theme-writing. Selected plays from Shakespeare. Lectures on the Drama—its types, logical and mechanical divisions, character treatment and plot. Macaulay's *Essays*, Ruskin's *Essays*, Tennyson's *Idylls of the King*.

*Course III. Junior.*—Three periods a week. Specimens of Description and Exposition. Arnold's *Essays*. The nature and elements of Poetry; lectures and assigned readings from Stedman, Corson and Gummere. Byron's *Childe Harold*; Poems of Wordsworth, Shelley and Keats. Selections from other nineteenth century English poets.

*Course IV. Senior.*—Three periods a week. A comparative study of Tennyson and Browning. The Bible in Tennyson and Browning. Van Dyke's *Poetry of Tennyson*; Berdoo's *Browning Cyclopædia*. *Essays on Poetry and Literary Criticism*.

*Course V. Brief Course for Teachers.*—Three periods a week. Review of the essentials of Grammar and English Composition. Lectures on the study and teaching of literature. Representative selections from English and American authors.

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## EXPRESSION

MARY SETTLE SHARPE

The department is designed to produce good readers, and to excite within the students an admiration for the best models in literature, art, and oratory. The aim of the department is to give the best training in the following subjects:

Physiology of the Voice-Producing Organs, exercises in Breathing, Articulation, Inflection, Emphasis, and Tone Coloring.

Voice Culture, with practical exercises for acquiring power, smoothness, resonance, flexibility, and sympathy of tone.

Principles of Gesture.

*Two periods a week.*—Required in the Junior or Senior year.

Students are required through the entire course to make practical application of these principles in reading and reciting selections from the best English and American authors.



## HISTORY

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REBECCA SCHENCK

MARY SETTLE SHARPE

Applicants for admission to the Freshman class must pass satisfactory entrance examinations on United States History, and on the History of England, or the History of Greece and Rome.

*Course I. English History.*—Two periods a week. As affording a convenient guide to study a text-book is used, but this is supplemented by informal lectures and by assigned readings designed to serve as the basis of written reports.

Offered in the Freshman year of the Bachelor of Music course.

*Course II. European History.*—Three periods a week. Robinson's History of Western Europe. The text-book is supplemented by lectures and by assigned readings.

Required in the Sophomore year of the Bachelor of Arts and Bachelor of Music courses, elective in Sophomore year of Bachelor of Pedagogy course.

*Course III.*—Elective with Analytical Geometry in Junior year.

(a) *North Carolina History.*—Three periods a week. Fall term. This course is designed to connect with the work in Civics. No text-book is used. Lectures are given on the constitutional and political history of North Carolina. The colonial records and other material relating to our State history afford a basis for class discussions and topical reports. A thesis giving evidence of original research is required of every member in the class.



(b) *Civics*.—Three periods a week. Spring term. The State's chief object in establishing and fostering public schools, high and low, is to make good citizens.

The Normal and Industrial College, receiving a part of its support from legislative appropriation, and being charged with the duty of preparing teachers to work in the schools of the State, proposes to emphasize by its course of study, and in every other legitimate way, the dignity and duty of citizenship. A public-school teacher should be prepared to teach, in connection with the history of the State and of the United States, the rights, privileges, and duties of a citizen.

This subject is taught by lectures and by use of text-books.

*Course IV. American Political and Constitutional History*.—Three periods a week. This course is intended primarily for those who wish to become teachers of American history and who already have some knowledge of the subject. It presupposes a familiarity with such facts as are presented in the Epoch Series of American History or in Channing's United States of America. Frequent references will be assigned to the general histories of the period, and the discussions will be based on such material as is found in Hart's American History as Told by Contemporaries, the American Statesman Series, Von Holst's Political and Constitutional History of the United States, Schouler's History of the United States Under the Constitution, and McMaster's History of the People of the United States.

Senior elective.

## MATHEMATICS

GERTRUDE W. MENDENHALL  
CORA STRONG  
NETTIE LEETE PARKER

Applicants for the Freshman class must pass satisfactory examinations in Arithmetic and Elementary Algebra.

*Freshman.*—Four periods a week. Plane Geometry, with constant exercise in original demonstrations.

*Sophomore.*—Four periods a week. First term—Solid and Spherical Geometry, three periods. Higher Algebra, one period. Second term—Higher Algebra, two periods. Trigonometry, two periods.

*Junior.*—Three periods a week. Analytical Geometry and Conic Sections.

*Senior.*—Four periods a week. Differential and Integral Calculus.

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## BIOLOGY AND GEOLOGY

EUGENE W. GUDGER  
MARY ROBINSON

*Freshman Biology.*—Two periods a week from the beginning of the year to the end of the first term.

While Freshman Biology is to some degree an introduction to General Biology, it is especially designed for and adapted to the needs of students who intend to take Domestic Science. The course consists of laboratory work, recitations and written tests. Micro-

scopic forms of plant and animal life are studied, the major portion of the work being devoted to yeasts, bacteria, and molds in their relation to our homes and lives. The course ends with the study of a green plant and of an animal high enough in systematic position to make clear the essential differences between plants and animals. This course is made very practical. As far as possible, observations are made not merely on experiments in the laboratory, but by means of field trips the larger operations of bacteria and molds and the interaction of animals and plants are emphasized. The work is based on Conn's Bacteria, Yeasts, and Molds in the Home.

*Freshman Botany.*—Two periods a week throughout the second term.

This course is a continuation of Freshman Biology. It consists of recitations, oral and written, laboratory work, and field trips. It deals first with the plant as a whole, then analyzes it into its parts and studies the function of each part and that of the plant as a unit. Next the plant in its environment is studied with special reference to its struggle for existence. Finally, a sufficient number of flowers is analyzed to familiarize the students with the use of the key and the principles of classification. The object of this course is not to have the students learn the names and peculiarities of any set number of flowers, but to give them some knowledge of the lives, activities, and interrelationships of plants which they can use in their teaching. To this end weekly walks are taken in the park adjoining the campus and as frequently as possible longer excursions into the surrounding country. Bailey's Elementary Botany is used as a text-book.

*General Biology.*—Four periods a week throughout the Senior year. This course is designed as part of the liberal education of every student, and is open to all candidates for the degrees of Bachelor of Pedagogy, Bachelor of Arts, and Bachelor of Science. The work may be taken without previous preparation in natural history, but it is strongly recommended that students take the courses in Freshman Biology and Botany first.

The first two months of the fall term are given to a rapid review and extension of the work done in the Freshman year, together with much parallel reading on Yeasts, Molds and Bacteria. After this the students dissect and study selected types of plant and animal life, ending with the sweet pea and the frog. In the spring a brief course in the embryology of the frog is given. The object of this course is not so much to teach the facts of the structures of plants and animals as it is to inculcate the great principles and generalizations of Biology, to show the dependence on each other of all living things, and to prepare the student to make use of these facts in her teaching. In all these courses emphasis is constantly laid on function rather than on details of structure.

Field trips form an integral part of the work. On these trips the students study the plants and animals in their natural environment and at the same time aid in collecting material for subsequent study. The course is based on the forms treated of in Andrews' Laboratory Guide, Parker's Elementary Biology, and Sedgwick and Wilson's General Biology.

*Geology.*—Four periods a week throughout the Senior year. This course is open to students taking the Bachelor of Pedagogy, Bachelor of Arts, and Bachelor of Science degrees.

As a prerequisite a year's work in Physical Geography must have been taken, and a thorough knowledge of the general principles of Physics and Chemistry is absolutely necessary. Dynamical and Structural Geology are carefully studied and the principles involved are, as far as possible, illustrated by observation upon the processes now at work on the surface of the earth. The course concludes with a study of Historical Geology, in which it is aimed to trace the development of life on the earth and the gradual formation of our continent. While the cultural value of this study is not minimized, especial emphasis is laid on its helpfulness in the teaching of geography, and much of the work will be done out of doors. The text used is Fairchild's revision of Le Conte's Elements of Geology.

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## CHEMISTRY

MARY M. PETTY

*Course I. General Chemistry.*—Instruction in this department is given by lectures, illustrated by experiments, general discussion, and laboratory work. Each student will perform a given number of experiments in order to become acquainted with the nature and behavior of the various substances treated of in lectures. The latter part of the year will be devoted to simple methods of analysis.

*Course II. Organic Chemistry.*—This course is offered to the students in the Domestic Science department. It consists of two hours a week in organic chemistry, paying special attention to the chemistry of foods. It must be preceded by the work of Course I.

*Course III. Analytical Chemistry.*—This course is offered to those students who wish to prepare themselves for special work in this line, and who have completed the science work of the Sophomore and Junior years.

The students will be expected to become familiar with the most common elements, and to be able to detect them either free or in compounds. They will also have some instruction in the quantitative analysis of compounds.

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## PHYSICS

WILLIAM C. A. HAMMEL

*Course I. Junior.*—Two lectures and three hours of laboratory work, counting four periods a week.

Air, Liquids, Heat, Dynamics; first half year.

Electricity, Magnetism, Light, and Sound; second half year.

*Course II. Senior.*—Two lectures and three hours of laboratory work, counting four periods a week.

Advanced Physics. Special preparation is made for those who contemplate teaching Physics in the High School.



## MANUAL ARTS

*Course I. Freshman.*—Two periods a week. Card-board work: Basketry with use of native materials. A short study of American pottery. Elective in Bachelor of Pedagogy course and in Bachelor of Science course.

MISS RAINES.

*Course II. Sophomore.*—Three periods a week. Study of textile fabrics; harmony of colors and materials used in costume and for decorative house furnishing; designing and weaving fabric rugs; work in Venetian iron, copper and leather. Elective in Bachelor of Pedagogy course and in Bachelor of Science course.

MR. HAMMEL AND MISS RAINES.

*Course III. Senior.*—Four periods a week. Theory and practice in teaching Manual Arts. Handwork for primary grades. Wood work for grammar grades. Elective in Bachelor of Pedagogy course and in Bachelor of Science course.

MR. HAMMEL AND MISS RAINES.

This department was organized to meet the growing demand in the South for teachers of the manual arts. The course is planned to give to teachers of all grades in rural as well as in city schools an opportunity to prepare themselves as instructors in the subject.

The course has been arranged with a view to the use of inexpensive and, so far as possible, native materials, so that the manual arts may be practicable in all schools, and need not be excluded from any on account of additional cost.

The department is prepared to offer a variety of special courses continuing the work outlined in the catalogue. Students who have completed the work here laid down, or its equivalent, and who may wish to continue their studies along more advanced lines, are invited to correspond with the head of the department.

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## LATIN

VIOLA BODDIE  
OELAND L. BARNETT  
L. CLARE CASE

*Preparation.*—The course in Latin presupposes two years of competent instruction in the subject, involving the Roman pronunciation, careful attention to quantity and accent, systematic drill in grammar, attended by daily exercises in prose composition, and the reading of some elementary reader, together with four books of Cæsar's Gallic War, or their equivalent.

*General Statement.*—It is the purpose of this department to direct the student to a broad cultural study of the language, literature and life of the Romans. The course offers not only a systematic study of grammar and of prose composition, together with the reading of authors in culture-historical sequence, but a systematic study of Roman culture history in English, in connection with the reading of the authors selected.

*Course I. Roman Oratory.*—Prose composition with study of Latin synonyms, using Cicero's Orations as the basis of study. Four hours a week. First term for Freshmen.



*Course II. Roman Letters.*—Lectures on Roman life. Authors read: Cicero, Horace, Pliny. Four hours a week. Second term for Freshmen.

*Course III. Epic Poetry.*—Vergil; selections from earlier forms of the Roman epic; lectures on topics related to epic poetry. Four hours a week. First term for Sophomores.

*Course IV. Roman Lyric Poetry.*—Horace's Odes used as the basis of study. Four hours a week. Second term for Sophomores.

*Course V. Roman Historical Writing.*—Livy; Tacitus; composition. Three hours a week. First term for Juniors.

*Course VI. Satire.*—Horace; selections from Persius, Juvenal and Petronius. Three hours a week. Second term for Juniors.

*Course VII. Comedy.*—Plautus; Terence; lectures. Three hours a week. First term for Seniors.

*Course VIII. Latin Language and Literature.*—Three hours a week. Second term for Seniors.

The reading at sight of numerous selections from the several forms and periods of Latin literature constitutes an important part of this course.

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## FRENCH

NENA MORROW

The aim of this department is to enable students to read, write, and speak the French language. Stress is laid upon idiomatic construction and composition

throughout the course; dictation exercises are given and poetry is occasionally memorized.

Two years of preparatory work in Latin or French are required for admission to the Freshman class. (See admission requirements.)

*Course I.*—Advanced Grammar and reading of selected novels by Daudet, Erckmann, Chatrian, and other writers.

*Course II.*—French History; selected readings from the historians, and Composition.

*Course III.*—Literature to the close of the eighteenth century. Readings from Corneille, Racine, Molière.

*Course IV.*—The literature of the nineteenth century. Readings from Hugo and other modern writers.

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## GERMAN

BERTHA MARVIN LEE  
CHRISTINA M. SNYDER

The Department of German offers two distinct courses: one, requiring two years of Latin for admission; the other, omitting the Latin requirement, but insisting upon an equivalent in German.

*I. Course A.*—No previous knowledge of German is required of those who take this course. The only condition for entrance is the Latin requirement given elsewhere in this catalogue under the head of *Requirements for Admission*.

*Freshman.*—Grammar. Modern Prose.

*Sophomore.*—Grammar. German Classics.

*Junior.*—German Classics. Composition.

*Senior.*—German Idioms and Synonyms.

*II. Course B.*—The two conditions for entrance to this course are previous admission to the Freshman English class and the passing of a thorough examination on the rudiments of German inflection and conjugation. A two years' preparatory course is offered to such students as cannot get the necessary instruction in German before they enter the College.

*Freshman.*—Science Readers. Grammar.

*Sophomore.*—German Classics. History of Germany.

*Junior.*—German Classics. Composition.

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## PHYSIOLOGY AND HYGIENE

ANNA M. GOVE  
PATTIE McADAMS

*Hygiene.*—A course of lectures in practical care of health.

*Senior. Physiology and Hygiene.*—This course aims to give a practical knowledge of the cells, tissues, and organs of the body, of the general structure and functions, and to apply this knowledge to the consideration of diet and other practical hygiene.

The course is illustrated by simple laboratory work, use of microscope, and dissection of lower animals.

## PHYSICAL TRAINING

RUENA GERTRUDE WEST

It is the purpose of this department to make a careful physical examination of every student at the beginning of each fall term and, in accordance with this examination, to offer suggestions for physical exercises suited to individual development. Violent exercises will be discouraged by the special teacher in charge, but students will be required to take mild exercises for the proper development of the body and for correcting improper postures in standing, sitting and walking. An exercise room, with proper equipment, is conveniently located on the ground floor of the main dormitory.

Basket ball, tennis and supervised healthful out-of-door games will be special features of instruction.

Every student in the College, unless excused for special reasons by the College physician, will be required to take the work of this department. Each student will be expected to have a regular gymnasium suit, which should be obtained at the College in order that the suits be uniform both in color and pattern. The cost, including shoes, is about \$5.00.

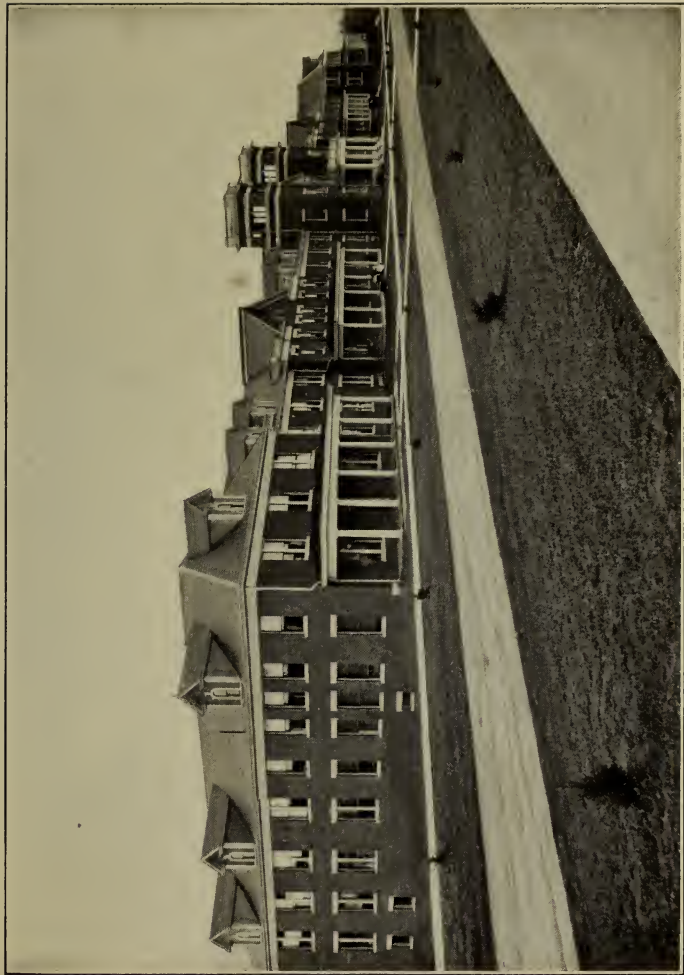
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## SCHOOL AND VOCAL MUSIC

HERMANN H. HOEXTER

In this department two distinct courses are provided.

(a) *Freshman Vocal Music*.—This is a general course offered in the Freshman year of each regular



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SPENCER BUILDING, MAIN DORMITORY

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degree course. It seeks to give to all students who are preparing to teach in the public schools a thorough training in sight reading; a general knowledge of scales and chords with their application in making rote-songs, and an aesthetic appreciation for what is best in musical literature. At the completion of this course, students should be able to present the elements of correct singing to their classes and to carry out judiciously the work in each grade as this is outlined by the special teacher of music.

(b) *Supervisor's Course in Music*.—This is a special course intended primarily for those desiring to become supervisors of music in the schools. It is a four-years' course leading to the Bachelor's Degree in Music (Mus. B).

For admission to the Freshman year of this course students must pass the regular college entrance examinations, demonstrate that they have some musical talent, and give evidence of having had considerable practice in the art. Students entering with advanced credit for work done in other institutions may shorten the time requisite for graduation.

Music is one of the most vital forces to be found in the schools today, and for special teachers of music there is a constantly growing demand. Music does much for the disposition and for the character. It provides recreation and utilizes leisure; it may be a limitless blessing to the home, and the church could hardly exist without it. The child taught to discriminate between music and vulgar noise will not be tempted by the trashy shows that are perhaps the worst curse that afflicts the city life of the poor and the weak. To fully equip the teacher for overcoming all these adverse conditions, the Supervisor's Course for



teaching music in the schools follows four lines of work: (1) general education provided by courses in literature, modern language, and science; (2) subjects necessary for all teachers, as History, Psychology, and Pedagogy with practice teaching; (3) subjects necessary for all musicians, such as the theory, history, and aesthetics of music; and (4) subjects necessary for the particular kind of teaching for which the student is preparing, such as voice, training in song and speech, sight singing, piano, theory of school music, and teaching with observation and practice work.

The general aim of the course is to develop musical feeling and thought, and to train teachers who shall make the work living and vital to each child in the public schools.

A complete outline of the four years' work will be found in Course IV. of the regular courses leading to degrees.

The several individual courses, such as History of Music, Voice Culture and Harmony, are also open to students in the other departments who have the time to take them. An excellent musical library, and an Aeolian Themodist Pianola are at the disposal of the department. The College Singing Society gives concerts annually and provides opportunity for becoming acquainted with the greater choral masterpieces.

## INSTRUMENTAL MUSIC

LAURA L. BROCKMANN  
CHARLES J. BROCKMANN  
MYRA ALDERMAN ALBRIGHT

The study of instrumental music may be pursued in any grade, by students in the regular college courses or in the preparatory department, provided the music added may be included without exceeding the twenty periods of work allowed as a maximum. The charges for music are given under the head of expenses. Instruction is given in violin or other orchestral instruments as well as the regular piano work.

The course of study leading to the degree of Bachelor of Music, is recommended to those who have had sufficient training in piano work, and have evinced some ability for it. For admission into the course the student must possess at least average musical talent, and must have acquired some degree of proficiency in the use of the instrument and in sight reading. The average student who enters Freshman music has had three or four years' substantial preparation.

The aim of the department is threefold: to make practical musicians; to make thorough and efficient music teachers; and to help the student to a better appreciation of the beautiful in music. The work is carefully planned and systematically carried out with these ends in view.

Much care is given to the development of a good touch and to the building up of an adequate technic. As the instruction given is individual, the material used is chosen with reference to the needs of each student. From the very beginning the student is introduced to the higher class music. The lesser composi-

tions of Mozart, Schubert, and Mendelssohn, as well as the better class of modern compositions, are used, leading by degrees to such works as the Beethoven Sonata and Fugues of Bach. Ensemble practice for the cultivation of sight reading, upon which much stress is laid, will be given. This concerted practice is invaluable, also, inasmuch as the student becomes acquainted with the larger forms of instrumental compositions, such as symphonies and concert overtures used in the two- and four-hand arrangements for piano. The college orchestra furnishes additional experience in ensemble work.

Reference to the Bachelor of Music course elsewhere outlined in this catalogue, will show that the general scheme is adapted to the development of well rounded musicians. Harmony, History of Music, Sight Singing and Ear Training, are allotted sufficient time to enable the student to gain a working knowledge of each of these auxiliary branches.

Students completing the music course will be given the degree of Bachelor of Music. Those completing the work, with the exception of the academic subjects of the Junior and Senior years, will receive a music teachers' certificate.

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## DRAWING

MELVILLE VINCENT FORT

Drawing is recognized as an important factor in education, since it gives skill in the use of the eye and hand, cultivates habits of observation, stimulates thought, and increases appreciation of the beautiful.

Should no immediate use be made of the study, from an educational point of view, the habits of neatness and accuracy that are acquired by this training are of incalculable value.

*Freshman*.—Two periods a week. Langdon Thompson's Drawing Books, Nos. I. and II., are used.

These are supplemented by object drawing.

*Sophomore*.—Three periods a week. First term, Object Drawing for light and shade. Second term, Water Colors and Brush and Ink work.

*Senior*.—Four periods a week. This course is designed particularly for those who wish to fit themselves to become teachers of drawing in the public schools.

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## DOMESTIC SCIENCE

MINNIE L. JAMISON

*Household Bacteriology*.—Two periods a week, fall term of Freshman year. This course, described elsewhere in the catalogue as *Freshman Biology*, may be regarded as preparatory to Domestic Science. From the standpoint of the student in Domestic Science it covers the study of dust and dust plants in their relation to the home and the housekeeper, bacteria, botanical position, method of reproduction, spores, food. Friendly bacteria:—as scavengers; in butter-making, in cheese-making, vinegar, and fermentation. Harmful bacteria:—causing fermentation of food, putrefaction, decay, souring of milk, potato rot, etc. Disease germs:—methods of prevention, antiseptics,

disinfectants, sterilization, Pasteurization, sunshine and fresh air. Molds:—reproduction; work; favorable and unfavorable conditions of growth. Yeasts:—where found; work; products; use in bread-making; best conditions for growth.

E. W. GUDGER.

*Sophomore Domestic Science.*—Three periods a week.

*I. Food and Dietetics.*—This division embraces the following general topics:—Composition and nutritive value of foods; fundamental principles and processes of cookery; practical work in plain and advanced cookery; study of special foods; meats, milk and its products, cereals and their products; breads, vegetables, sugars, beverages; special diet; marketing, planning, cooking and serving meals; cost of living; methods of preserving foods, as canning, salting, and preserving.

MINNIE L. JAMISON.

*II. Household Chemistry.*—This portion of the Sophomore work includes a study of the following:—Chemical substances and changes met by a housekeeper in her daily work; water, air, fire and fuels; products of combustion; food and its functions; chemistry of starches and sugars; effect of cooking on starch; digestion of sugars and starches; chemistry and digestion of fats; chemistry and digestion of nitrogenous foods; cleaning; the making and use of soap; use of washing soda, ammonia, kerosene, borax; cleaning metals and marble; removal of stains—grease, ink, mildew and rust; chemistry of baking powder; tests for various foods.

MARY M. PETTY.

*Household Sanitation and Economics.*—Senior year. This course covers the following topics:—Hygiene, in relation to the home; the best means of ventilation, heating and lighting; the sanitary disposal of household wastes, solids and liquids; proper use of anti-septics and detergents; plumbing; care of water supply; systematic housekeeping; cost of living; household accounts; domestic service.

MINNIE L. JAMISON.

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## DOMESTIC ART

KATHERINE M. McNAUGHTON

The Domestic Art Department provides a practical course in all kinds of needlework. The work begins with sewing in its simplest form and, by a progressive series of exercises in both hand and machine sewing, leads through the several primary stitches to their application in making various articles and garments.

In the planning and execution of these exercises, their educational value is not forgotten. Special attention is given to the importance of healthful and appropriate wearing apparel. The subject of textiles and of color and design correlate with those subjects as taught in the Manual Arts Department.

*Course I. A.*—Fall term, Sophomore year. Varieties of primary stitches used in hand sewing. Application upon sampler and simple articles.

*B.*—Spring term, Sophomore year. Machine stitching. Taking measures and cutting and drafting patterns. Making a suit of underclothes from patterns drafted.



*Course II. A.*—Fall term, Senior year. Dress-making. Making of tailored skirt and a shirt waist. Advanced work in drafting different styles of patterns, special attention being given to the various styles of skirts. Study of garment materials and history of costume.

*B.*—Spring term, Senior year. Fine hand needlework—hemstitching, rolling of hems, linen marking and a large variety of decorative stitches. Application upon samplers and fine muslin garments and linen articles. Principles of white embroidery and lace work are given the last of the term.

*C. Teacher's Course.*—Senior year. To those who expect to teach Domestic Art, special work is given.

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## COMMERCIAL DEPARTMENT

E. J. FORNEY  
BESSIE DANIEL

### SHORTHAND:

The original Isaac Pitman system of Shorthand is taught. It is the aim of the course to make practical shorthand writers—amanuenses and reporters. The inductive method of teaching prevails and the course being well graded, the student is led, step by step, through easy and natural stages, to *see*, to *think*, and to *act for herself*.

The work of the department will be planned as far as possible to meet the needs of students. The course at first embraces not only a study of principles, but the reading and writing in shorthand of a wide range



of English classics. As the student advances, in order to acquaint her with the forces and machinery of the business world, actual business letters bearing upon various subjects are dictated, reproduced on the typewriter, and copied in the letter book. Where it is deemed necessary sentence structure and composition in the English Department of the College will be required.

Believing that a larger portion of our students will ultimately be engaged in amanuensis work, this feature is made the leading purpose of the course; but reporting and the work pertaining thereto are not neglected, and when a student demonstrates that she can receive the higher work in shorthand to advantage, such dictation is given as is calculated to give power, strength, and general information. Technical instruction in the use of medical and legal terms is also given.

Students in the advanced work are required to visit the lower classes for observation in teaching, and the latest and best methods are, therefore, demonstrated at a period in the work when they can be appreciated.

The diligent student can, in from five to eight months, acquire a speed of 80 to 120 words a minute, which is sufficient to do good office work, but if reporting is intended, the subject should be studied for at least two sessions.

Certificates will be given to students who can write from dictation correctly in shorthand from general new matter at the rate of 80, 100, 125, or more words a minute. Students must pass an examination in Arithmetic and such examinations as are necessary to enter the Freshman class in English before this certificate will be given.

If business men who may be needing stenographers will write to this department, they will be put in correspondence with efficient help.

Students will be admitted to this department at any time during the college year not later than March 1st.

*Home Study.*—There are many young men and women who would probably like to take advantage of a course of systematic work at home. To all such the shorthand department will, upon request, outline a course of home work. All exercises sent to the College will be criticised and corrected, the only requirement being that the postage both ways be paid. This course of home work is constructed to produce *results*: therefore it will take time and energy. In order to make the course as strong as possible, the complete outline includes the use of a number of books, the cost of which the student must bear. But in order to give students an opportunity to test their power before expending money for books, the department has issued a small pamphlet containing ten easy, well-graded lessons, which will be forwarded to any one upon application.

#### TYPEWRITING:

The Remington typewriter is used as the most important machine, though other typewriters are a part of the equipment. Skill in the use of the machine is not the only design of this department. Special attention is paid to accuracy, neatness, vocabulary, spelling, punctuation, and paragraphing. The instruction is purely practical.

**BOOKKEEPING :**

The course in bookkeeping and business practice in the elementary work is similar to that which can be obtained in progressive commercial colleges. The inductive method of presentation prevails. Each transaction is presented to the student as much like the performance of actual business as possible. The result of each student's work can be made entirely different, and the calculation, addition, and getting off of the trial balance depend upon the student's efforts. The student is, therefore, taught self-reliance from the start. The course from the business standpoint is a comprehensive one; it will not only make bookkeepers, but well-informed business women, thoroughly conversant with all kinds of common commercial forms, and blanks. The arrangement of the books and blanks is such that the subject can be taught with ease in schools of lower grade.

The Burroughs Adding Machine is part of the equipment, and all students in bookkeeping are required to become familiar with its workings. The department owns forty loose-leaf ledgers, and their use by all students is a part of the course.

The higher work in bookkeeping represents the best practice of expert accountants of this country, and students are taught the uses of special books adapted to many important lines of commerce.

## COUNTY APPOINTMENTS

Two hundred of the boarding places in the dormitories will be given to students who have free tuition on account of their intention to become teachers. These two hundred appointments are apportioned among the several counties of the State in proportion to their white school population as required by the charter of the Institution. The other places in the dormitories will be open to those who prefer to pay tuition, the money thus derived from tuition being used to enlarge and better equip the dormitories and other departments of the College.

The dormitories have been fitted up by the State and board is furnished at actual cost, as the law does not permit any profit to be made on the boarding department.

The following indicates the number of free-tuition appointments to which each county is entitled:

3 Alamance	2 Cherokee	1 Graham
2 Alexander	1 Chowan	2 Granville
1 Alleghany	1 Clay	1 Greene
2 Anson	3 Cleveland	5 Guilford
3 Ashe	2 Columbus	2 Halifax
2 Beaufort	2 Craven	2 Harnett
1 Bertie	3 Cumberland	2 Haywood
1 Bladen	1 Currituck	2 Henderson
1 Brunswick	1 Dare	1 Hertford
5 Buncombe	3 Davidson	1 Hyde
2 Burke	2 Davie	3 Iredell
3 Cabarrus	2 Duplin	2 Jackson
2 Caldwell	3 Durham	4 Johnston
1 Camden	2 Edgecombe	1 Jones
1 Carteret	4 Forsyth	2 Lee
1 Caswell	2 Franklin	2 Lenoir
3 Catawba	4 Gaston	2 Lincoln
2 Chatham	1 Gates	2 Macon

3 Madison	1 Perquimans	1 Swain
1 Martin	1 Person	1 Transylvania
2 McDowell	2 Pitt	1 Tyrrell
4 Mecklenburg	1 Polk	3 Union
3 Mitchell	3 Randolph	2 Vance
2 Montgomery	1 Richmond	4 Wake
2 Moore	3 Robeson	1 Warren
2 Nash	3 Rockingham	1 Washington
2 New Hanover	4 Rowan	2 Watauga
1 Northampton	3 Rutherford	3 Wayne
1 Onslow	2 Sampson	4 Wilkes
1 Orange	1 Scotland	2 Wilson
1 Pamlico	2 Stanly	2 Yadkin
1 Pasquotank	2 Stokes	2 Yancey
1 Pender	3 Surry	

#### APPLICATIONS FOR COUNTY APPOINTMENTS

If the number of applicants from any county does not exceed the number to which it is entitled, appointments to places in the dormitories will be made without examination. If, however, there should be more applicants from any county than can be admitted from it, a competitive examination, prepared by the Faculty, will be held at the county seat about August 1st.

*All applications for the county appointments should be in the hands of the President before July 15th.*

*Students who receive appointments can hold them until they complete the course, provided their conduct and progress are satisfactory to the Faculty.*

*Any county appointments not applied for by August 1st, will be given to applicants from other counties, preference being given to the following classes:*

1. Those who have spent a year or more at this College, and whose conduct and studious habits have commended them to the Faculty.

2. Graduates of colleges for young women. This is done in order to prevent graduates from entering the competitive examinations against younger and less mature scholars in their own counties and because these graduates can be prepared in a shorter time to begin teaching in the schools of the State.

3. The best material among new applicants.

## EXPENSES FOR THE YEAR

## REGULAR COURSES

By the Charter of the Institution, board must be furnished in its dormitories at actual cost. Since there is no possible profit in the board no risk of loss can be taken. It is, therefore, necessary that all bills be paid in advance. No exceptions can be made. The Board of Directors instructs that sight draft be made for all bills not paid when due.

Board in the dormitories.....	\$79 00	
Laundry .....	18 00	
		\$ 97 00
Fuel and Lights .....	\$10 00	
Dormitory Fee .....	2 00	
Registration Fee .....	4 00	
Medical and Physical Training Fee	5 00	
For use of Text-books and Apparatus	5 00	
Library Fee .....	2 00	28 00
Total, exclusive of tuition.....		\$125 00
Tuition .....		45 00
Total, including tuition .....		\$170 00

The payments for the regular charges and fees will be due as follows, in advance:

For students who board in the dormitories and have free tuition:

On entrance .....	\$40 00	
November 14th .....	30 00	
January 15th .....	30 00	
March 15th .....	25 00	\$125 00

For students who board in dormitories, and pay tuition:

On entrance .....	\$50 00	
November 14th .....	40 00	
January 15th .....	40 00	
March 15th .....	40 00	\$170 00



For students who have free tuition and do not board in dormitories:

On entrance .....	\$15 00	
January 15th .....	5 00	\$ 20 00

For students who pay tuition and do not board in dormitories:

On entrance .....	\$25 00	
November 14th .....	15 00	
January 15th .....	15 00	
March 15th .....	10 00	\$ 65 00

In addition to the above, for students taking Instrumental or Special Vocal Music:

On entrance .....	\$15 00	
November 14th .....	10 00	
January 15th .....	10 00	
March 15th .....	10 00	\$ 45 00

Students who do not go home at Christmas will pay \$4.00 for board and laundry during the holidays.

The only necessary additional expenses at the College will be for medicine used, gymnasium outfit costing about \$6.00, literary society fee, and, for graduates, a diploma fee of \$5.00.

#### NON-RESIDENTS OF THE STATE

No free tuition is given to a non-resident of the State, but a tuition charge of \$65, instead of \$45, is made.

#### SPECIAL COURSES

To any student not boarding in the dormitories desiring to take a special course in Stenography, Domestic Science, Domestic Art, or other single

department, (except Music and Manual Arts Departments), a charge of \$22.50 for tuition will be made, besides the regular fees (\$20).

#### MUSIC DEPARTMENT—INSTRUMENTAL

The charges for the collegiate year are \$45.00. This includes the use of piano for practice one period a day. Students taking the "Bachelor of Music Course" will need extra practice time, and for the use of piano there will be an additional charge of \$4.00 a year for each extra period. For violin, mandolin, or guitar, when students own their instruments, the charges for the year are \$36.00.

#### MUSIC DEPARTMENT—VOCAL CULTURE

The charges for special vocal lessons, including daily piano practice, are \$45.00.

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The students are not required to bring any text-books. The College will, for the book fee, furnish the use of all ordinary text-books. But it might be helpful if students would bring a good English dictionary and any other useful reference books in their possession. Latin, French, or German lexicons, when needed, must be purchased by the student.

*In all business matters the College prefers to deal directly with the students, rather than with their parents or guardians. This gives them business experience, and makes them realize the cost of their training.*

*All students are supposed to matriculate for the full year, and must not expect any fees or dues remitted on account of their irregularities, or change in plans, except in cases of serious illness, making it necessary for the resident physician to advise them to return home.*

Let all checks and money orders be made payable to E. J. Forney, Treasurer.

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### FREE TUITION

The State Normal and Industrial College offers no scholarships. The only students who can have free tuition are those "who signify their intention to teach upon such conditions as may be prescribed by the Board of Directors." One-half of the dormitory space is reserved for tuition-paying students, and one-half for free-tuition students. Each student applying for free tuition must sign the following agreement:

"I seek the opportunities of the State Normal and Industrial College because it is my desire and intention to make teaching my profession, and I agree, in consideration of free tuition granted me in said Institution, if I can secure employment and my health permits, to teach in the public or private schools of the State for at least two years after I leave the College. If within three years from the time I leave the College I fail to teach as herein stated, from any fault of mine, which shall be decided by the Board of Directors or the Executive Committee, I agree to pay the College full tuition with interest for the time I attended. I furthermore agree that until this pledge shall have been fulfilled, I will report to the College, in May of each year after I leave it, the amount of teaching work that I have done."

## LOAN FUNDS AND FELLOWSHIPS

### THE ALUMNAE LOAN AND SCHOLARSHIP FUND

For the purpose of establishing a few scholarships for post-graduate work, and for making loans to worthy students, chiefly in the higher classes, who could not return to the College without aid, the Alumnae Association has undertaken to raise a fund.

This fund now amounts to about \$15,000.

### THE JARVIS BUXTON LOAN FUND

This fund, now amounting to \$100, is established by Mrs. J. C. Buxton, of Winston, N. C., in memory of her little son, who, notwithstanding the fact that he was an invalid all his life, had accumulated this amount of money before his death.

### THE ADELAIDE WORTH DANIELS FUND

This fund, amounting to \$100, has been established by Mr. and Mrs. Josephus Daniels in memory of their little daughter, and is to be used as a loan fund to worthy students.

### THE LIDA CARR LOAN FUND

This fund was established by General and Mrs. Julian S. Carr.

### THE UNITED DAUGHTERS OF THE CONFEDERACY SCHOLARSHIPS

The Western North Carolina Division of the United Daughters of the Confederacy offers two scholarships to descendants of Confederate veterans. These scholarships are worth about \$125.00 each.

## THE SARAH AND EVELYN BAILY SCHOLARSHIP

Mr. and Mrs. T. B. Bailey, whose only children died while students at this College, have established a permanent scholarship to be known as "The Sarah and Evelyn Bailey Scholarship."

## OTHER LOAN FUNDS

Charles Broadway Rouss, of New York, gave \$100 to be used as a loan fund to the daughter of a Confederate soldier.

Mr. and Mrs. V. Everit Macy, of New York, gave \$1,000, to be used as a loan fund.

The late Judge John Gray Bynum bequeathed to the College \$1,000, known as the "Hennie Bynum Scholarship", to be used as a loan fund for the aid of some young woman from Burke County.

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GOVERNMENT

Those who board in the College will be under the direct care of the President, the Lady Principal and her assistants. The general policy in regard to government has been to trust the students and appeal to their honor and sense of propriety. It is but simple justice to say that they have responded to these appeals with a loyalty and faithfulness worthy of the highest praise. Vexatious and needless restrictions are dispensed with. The regulations made in regard to conduct and study hours have been the result of a

consultation with the students, and of a practically unanimous vote in their favor. The students are responsible for the preparation of their lessons, but they can do their studying either in the Assembly Hall or in their private rooms. The object is to throw responsibility upon the students and to make them, as nearly as practicable, a self-governing body. This sense of responsibility is one of the educative forces of the College. The experiment has worked well so far, and, in many ways, the plan has advantages over that system of management based on rules and restraints made solely by those in authority.

Under certain conditions it might be found necessary to modify the method of discipline, *but, where many of the students are themselves teachers, where about one-third are defraying their own expenses, and where the average age is nearly twenty years*, the sober judgment of the students can generally be relied upon to produce a public sentiment that will result in right conduct and honest work.

Each student, when she registers, is required to sign the following contract:

#### CONTRACT

I do hereby contract with the State Normal and Industrial College that so long as I shall remain a student of the College, I will endeavor to comply cheerfully with all its regulations in all particulars, and I agree not to deface or injure, by writing or otherwise, any of its furniture, books or other property. Moreover, if I should accidentally do damage to any property of the College, I hereby agree to

report it promptly to the President, or, in case it should be dormitory property, I agree to report it to the lady in charge of the building where the damage is done, in order that it may be properly assessed, and that I may pay for the same.

Compliance with the foregoing contract requires promptness in attendance upon every meeting of students in chapel, dining-room, at recitations, or elsewhere, from the date of the opening of the College to the last exercise of the Commencement.



## GENERAL INFORMATION

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### AN EDUCATIONAL CENTER

The State Normal and Industrial College and its friends are to be congratulated upon its location.

Greensboro is one of the prosperous, growing cities of the country. Its healthfulness is well known, and its social and religious influences are the best. Its accessibility and the hospitality and progressive spirit of its people render it the favorite convention city of the State. A week seldom passes in which it has not as its guests some body of eminent men and women assembled in the interest of matters of public concern. Students of the College thus enjoy exceptional advantages for coming in contact with prominent state and national leaders, and of gaining an intelligent conception of the more important problems relating to the life and welfare of our people. The churches, the schools and colleges, the libraries, hospitals and other agencies for civic and social betterment add immensely to the opportunities for liberal culture. The woman who spends a year or more in this environment and subject to these influences gains a broader conception of life and adds to her qualifications for usefulness. The city has long been an educational center. Its people and the people of Guilford County are liberal friends of public education, and have always been strong advocates of the education of women. The public schools of Greensboro are well-equipped, and do efficient work, giving boys and girls a thorough

preparation for college. There are few towns or cities where the educational advantages are so excellent and may be had at such small cost.

There is another important reason why the College is fortunately located. To the entire people of the State, Greensboro is the most accessible of North Carolina towns. It is the geographical and railroad center of the State. The North Carolina Railroad, the Northwestern North Carolina Railroad, main line of the Southern Railway, and the Atlantic and Yadkin Railway, meet at Greensboro.

The schedule time to Greensboro from Raleigh, Fayetteville, Durham, Winston-Salem, Mt. Airy, Statesville, Salisbury, and Charlotte is from one to four hours.

One can leave Weldon, Goldsboro, Tarboro, Wilson, Maxton, Hamlet, Wilkesboro, Asheville, or Hot Springs in the afternoon and reach Greensboro by bed-time.

Students who leave Wilmington at 9:00 a. m., and those who take the early trains at Murphy, Morehead City, and the railroad stations in the most remote corners of the State, will meet in Greensboro in the afternoon or evening of the same day.

## EQUIPMENT

The College owns about one hundred acres of land. Ten acres, fronting on a paved and macadamized thoroughfare, are laid out and cared for in accordance with the plans of landscape gardeners. This constitutes the campus proper. Electric cars, operated on a ten-minute schedule and having three stopping points in front of the grounds, afford ready access to

the railway station and to all points of interest in the city and its suburbs. A private avenue with macadam walks leads through the grounds to the several college buildings. A woodland park of twenty-five acres, covered with a natural forest growth of rare beauty, is the private property of the College. Several miles of walkways, a pavilion, and numerous rustic bridges add to the charm and comfort of this fresh air recreation ground. Ample space is allotted to tennis, basketball and other forms of athletic sports.

The college buildings have been specially designed for their several purposes and represent the best in material and equipment. They are properly lighted and ventilated, have adequate fire protection, are warmed by a central heating plant, supplied with hot and cold water, and provided with both gas and electric lights. The buildings include:

*Administration Building.*—Offices, Laboratories and Recitation Rooms.

*Library.*—Fire-proof Book Room, Vault, Offices, Reading Room, Reference and Study Rooms.

*Students' Building.*—Manual Arts and Domestic Science—six rooms; two Literary Society Halls, Young Women's Christian Association Hall and Reading Room, College Auditorium, and fifteen Music Rooms.

*Spencer Building.*—Main Dormitory, 492 feet long, facing east on College Avenue:—North wing extension, 120 feet; south wing, facing on Walker Avenue, 240 feet. Kitchen, Cold Storage and Central Dining Hall with accommodations for 600. Total dormitory capacity of this building, including rooms for matron and assistants, 390.

*Guilford Hall.*—Accommodations for 70 students.

*Curry Building.*—Teachers' Training School. Model School Building, Offices, Assembly Hall, Play Room and twelve Class Rooms. Devoted exclusively to the work of the Normal Department.

*Infirmiry.*—Two-story brick building with Reception Room, Nurse's Room, Laboratory and Wards for the sick.

*Power House, Laundry and Central Heating Plant.*

*President's Residence.*

*McIver Memorial Building.*—(In course of erection). Specially designed for the Science Departments.

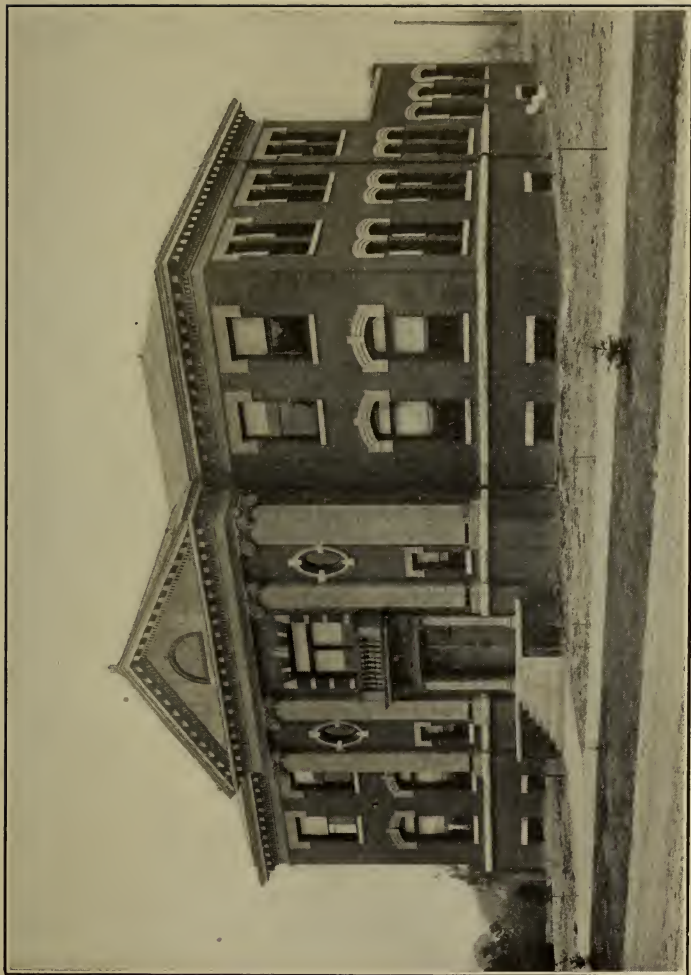
## THE LIBRARY

ANNIE F. PETTY, Librarian

BETTIE LEARY, Assistant

W. C. SMITH, Supervisor

The library is more than mere passive equipment. It is one of the distinctly educative forces of the College. Those in whom its management is vested consider that it has a mission to perform other than that of mere adjunct to departmental work. Efforts are made to render it a vital force in securing those broad ends which the College seeks to attain. To be educated in the friendship of books, to derive that solace and inspiration and strength that come from restful, friendly communion with the world's choice spirits, is no insignificant part of a woman's education. Denied this perennial source of wisdom and culture and generous sympathy, a woman misses one



STATE NORMAL AND  
INDUSTRIAL COLLEGE

THE LIBRARY

LIBRARY  
OF THE  
UNIVERSITY OF ILLINOIS



of the most potent influences of continued growth and an effective agent in fitting her to become a wise and sympathetic trainer of future citizens.

The library building, a model of comfort and convenience, is the gift of Mr. Andrew Carnegie. Care has been taken to select such books as are most serviceable to students in their work in the various departments. The library now contains more than six thousand volumes, and valuable additions are annually being made by purchases and donations. Special effort is being made to secure any works on North Carolina history. Old volumes, magazines, pamphlets, newspapers—all material relating to the history and literature of the State will be acceptable. Students have access, under necessary limitations, to the bookshelves. Facilities are afforded for reading and study during library hours, and the librarian is present to give help in any line of special study or reading. The books are arranged according to the Dewey system of classification. A card catalogue is in process of preparation.

The Reading Room is supplied with the best current literature, including state and national papers, leading magazines, reviews, and educational journals.

The Library and Reading Room is open on weekdays, except Saturday, from 8:30 a. m. to 4:30 p. m. The Saturday hours are from 8:30 a. m. to 1:00 p. m.

## SOCIAL LIFE

With regard to the social management of the dormitories the authorities consider it essential that the young women have every privilege consistent with student life. Shopping, visiting, and receiving



friends to a reasonable extent are not prohibited, *but no night may be spent out of the dormitories without a written request from parents or guardians, and even then, permission will not be granted if, in the judgment of the authorities, it would be unwise to grant it.*

Visits from gentlemen must be restricted to holiday occasions and to those stated times when the young women will announce that they are "at home" to their friends generally.

No one must expect exceptions to the foregoing regulations unless a written request for each case comes from her parents or guardian, addressed to the President or Lady Principal.

## RELIGIOUS LIFE

Though unsectarian in its management, the College is distinctly Christian. Students are urged to attend the church of that denomination which it is their custom to attend when at home. The several pastors of the city churches are cordially invited to visit the Institution in order that they may become personally acquainted with the students and strengthen their religious life by helpful talks and conferences.

Prayers, with the reading of the Scriptures, and singing, are a part of each day's opening exercises. Attendance on this service is required.

Under the auspices of the Young Women's Christian Association voluntary Bible classes are conducted. The Association also provides for a gospel service four times a week.

## GENERAL CULTURE

Students should breathe an atmosphere that will promote growth. The College, in addition to its regular work, seeks in various ways to promote the general culture of its students. Lectures are given from time to time by members of the faculty, and addresses made by prominent men and women, whose presence and whose messages are an inspiration to right thinking and right living.

## SPIRIT OF DEMOCRACY

A large measure of the success which has attended the State Normal and Industrial College during the past sixteen years has been due to the representative character and spirit of the young women who have been its students. They have come from all of the ninety-eight counties of the State, and in their political and religious faith, their financial condition, and professional and social life have been thoroughly representative of the people of North Carolina. Among them have been two hundred graduates of leading female colleges and more than a thousand who taught school before entering the Institution. In fact, the College has had every type of respectable woman in North Carolina, from the one who enjoyed all the advantages which money and social position confer, to the girl whose absence from her humble home meant increased toil and self-denial to every member of her family.

A large number of these young women remain in the College at their own expense, without help from parents, and a majority of them expect to become

teachers. This has exerted a strong influence in favor of industry and the steady performance of duty. Moreover, the fact that the College has not depended upon the revenue derived from any class of its students has tended to aid in its discipline, and to imbue all the students with a spirit of democracy. The State is always the gainer when its teachers can be trained in an atmosphere of equality which recognizes the worth of honest toil and faithful service, regardless of class distinctions. This coming together of all classes from all sections of the State fosters patriotism, self-reliance and breadth of vision, gives the students a clearer comprehension of the needs of their State and inspires them with a laudable ambition to be of some service. The spirit of the College is, therefore, worthy of the State of North Carolina. With a seriousness of purpose nowhere surpassed and an earnest yet kindly striving for the higher standards of life and thought, here annually gather, on equal terms, more than five hundred North Carolina women. Here is no hatred of wealth, and no contempt for poverty, but courteous recognition of equal rights with cheerful tribute paid to moral and intellectual worth.

### SERVICE

Some indication of the serviceableness of the College is suggested by what has been said of the scope and character of its patronage. It has, since its establishment, been an open door of opportunity to the white women of North Carolina. Through it the State has added to its resources over 3000 educated women who have taught lessons of patriotism and right living

to more than 200,000 North Carolina children. Two-thirds of all the students enrolled and nine-tenths of all who graduate become teachers in North Carolina. No large movement for the uplift of the State has failed to have support from its faculty and students, and today there is not a County in the State where representatives of the College are not to be found actively engaged in public service. There is no kind of educational institution requiring women teachers with ordinary professional training, where students of the State Normal and Industrial College have not been employed. Of course the largest class of teachers trained by the Institution have gone to the country public and private schools, but more than thirty per cent. of the women teachers in the graded schools of the State are former students of the College, and its graduates have been employed in every orphanage, and in a large number of high schools, seminaries and colleges.

### HEALTH AND MEDICAL ATTENTION

The physical welfare of the students is made a prime object of attention. An experienced woman physician has charge of matters pertaining to health, and her lectures on sanitary science and personal hygiene form part of the required course of study. Trained nurses are also regularly employed. The physician and nurses may be consulted day or night. The cost of the medical consultation and attendance is included in the published expenses. In this way medical advice is to be had at the least cost, and the danger obviated of any student postponing for economical reasons the necessary consultation.

A regular outdoor walking period is observed, healthful open-air sports are encouraged, and, under the direction of a teacher of physical training, each student is required to take prescribed forms of physical exercise.

In the boarding department the daily menus are made out and the dining room supervised by a trained dietitian. A matron-in-charge is responsible for the purchase, storage and proper preparation of food materials. The sewerage and water systems, the bath rooms and lavatories, the heating and ventilating machinery and the laundry are carefully inspected. All drinking water is thoroughly sterilized; care is exercised in regard to the milk and butter supply; proper ventilation of dormitory and recitation rooms is insisted upon; and due precaution is taken to prevent the origin and spread of infectious diseases.

A committee appointed by the State Board of Health visits and inspects the Institution.

### SOME DISTINCTIVE FEATURES OF THE COLLEGE

The College has several features which are not common to all colleges for women. Among them may be mentioned:

1. The dormitories have been fitted up by the State and board is furnished at actual cost.
2. The regular courses of study have been arranged with a special view to preparing young women to teach.
3. All candidates for the teaching profession must study Psychology and Pedagogics for at least two



STATE NORMAL AND  
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years and during the Senior year spend a part of each day in teaching under the supervision and kindly criticism of the head of the department of Pedagogy and his assistants in the Training School.

4. Departmental courses, designed especially for teachers, are offered in Freehand Drawing, Vocal and Instrumental Music, Domestic Science, Nature Study, Physics, Chemistry and Manual Arts.

5. To women teachers and to graduates of other colleges two brief courses are offered, specially designed for those who seek better professional equipment, but who, for various reasons, are unable to pursue the regular four-year courses leading to degrees.

6. All candidates for the teaching profession have an opportunity of taking a three years' course in Manual Arts.

7. Physiology and Hygiene are taught by the woman resident physician, who also has general supervision of the physical culture work.

8. Courses in Domestic Science, Household Sanitation and Economics form a part of the regular College work.

9. Under no circumstances can any student receive free tuition without taking the pledge to teach for at least two years after leaving the College.

10. Nine-tenths of the young women who have received the College diploma have taught since their graduation.

## ORGANIZATIONS

There are a number of organizations among the students, and it is a mistake from any standpoint for a young woman to come to the College and not belong to one or more of them. The expense connected with membership is not large and the advantages are very great in many ways.

## ADELPHIAN AND CORNELIAN SOCIETIES

These are two literary organizations of strength and usefulness, both to the College and to the individual members. They are managed by the students themselves, and members of the Faculty have no connection with them except honorary membership. *After observing for several years the general progress of those students who are members of these societies, and those who are not, the authorities of the College do not hesitate to say that it is a great mistake for a student not to become a member.* Besides the literary work, they give to students a training in self-control and in the power to influence others, which the regular work of the College cannot give.

*The Board of Directors prohibits any other secret organizations.*

## YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The Young Women's Christian Association is a voluntary organization of the students and is entirely under their management. The Faculty are in hearty sympathy with the Association, and are glad to render such aid as they can in the prosecution of the work.

The object of the Association is primarily the development of Christian character in its members, and the prosecution of active Christian work in this College. But no organization worthy of the name of Christian can remain self-centered, and the secret of the power of the Students' Association is found in its three-fold purpose: (1) To help unite the Christians of the student world; (2) to establish and promote the religion of Christ in the lives of students; and (3) to equip and send forth leaders to extend the Kingdom of God throughout the earth.

Any student or teacher in the College, or any woman connected with the Institution, who may desire to attend the meetings or take part in Bible study, may be elected an associate member of the Association. Any such woman who is a member of an evangelical church is eligible to active membership.

The Committee on Devotional Meetings provides for a gospel service every Sabbath evening. The pastors in the city and others are frequently invited to make addresses before the organization.

Several classes have been organized for systematic Bible and mission study.

An earnest effort is being made to secure a suitable library for the Association. The rooms for the use of the Association are on the second floor of the Students' Building.

## THE STATE NORMAL MAGAZINE

The State Normal Magazine is published every two months from October to June, by a Board of Editors elected from the Adelpian and Cornelian Literary Societies. The publication is under the general direction of an Advisory Committee chosen from the Faculty. The matter contained in it is not of purely local interest. Timely articles on current educational questions, with material relating to the past history of the State, form a considerable portion of its contents.

The subscription price is fifty cents a year, payable in advance.

## TEACHERS' REGISTRY

A registry of the names of students and graduates who desire to teach is kept by the College. The Alumnæ who are interested in it are requested to keep the authorities informed of changes in their address. The President will be pleased to correspond with any who desire teachers.



STATE NORMAL AND  
INDUSTRIAL COLLEGE

GUILFORD HALL, DORMITORY

LIBRARY  
OF THE  
UNIVERSITY OF ILLINOIS

## LIST OF STUDENTS, 1907-1908

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Name	Postoffice	County
Abernathy, Bessie May	Shelby	Cleveland
Addington, Lola	Franklin	Macon
Alexander, Eula	Stony Point	Alexander
Alexander, Frances	Charlotte	Mecklenburg
Alford, Elva	Rowland	Robeson
Anderson, Elizabeth	Highlands	Macon
Andrews, Bell Avera	Raleigh	Wake
Arey, Mary A.	Elmwood	Iredell
Arledge, Minnie Lee	Columbus	Polk
Arnold, Sarah Catharine	Cameron	Moore
Asbury, Vera M.	Morganton	Burke
Auman, Corinne	Asheboro	Randolph
Austin, Delha D.	Tarboro	Edgecombe
Avery, Gladys Love	Morganton	Burke
Aycock, Ivor	Fremont	Wayne
Bacon, Ollie	Greensboro	Guilford
Bagby, Fannie	Hickory	Catawba
Bailey, Ida C.	Greensboro	Guilford
Ball, Lily Martin	Bahama	Durham
Banner, Alma Louise	Mt. Airy	Surry
Barnes, Mamie Lee	Sunbury	Gates
Barnes, Mary	Jonesboro	Lee
Barwick, Maggie	Kinston	Lenoir
Battle, Ella	Rocky Mount	Edgecombe
Belvin, Prudence	Durham	Durham
Bennett, Bessie	Reidsville	Rockingham
Berry, Leta	Swan Quarter	Hyde
Berry, Margaret	Chapel Hill	Orange
Biggerstaff, Mary Elizabeth	Rutherfordton	Rutherford
Black, Emmie M.	Fayetteville	Cumberland
Black, Ethel Antoinette	Wilmington	New Hanover
Blackman, Hattie	Goldsboro	Wayne
Blackwell, Elizabeth	Reidsville	Rockingham
Blanchard, Nannie L.	Greensboro	Guilford
Blanton, Aurelia May	Mooreboro	Cleveland
Blanton, Annie Barr	Mooreboro	Cleveland
Boddie, Bettie Barker	Louisburg	Franklin



Name	Postoffice	County
Bogart, Mary Kathleen.....	Washington .....	Beaufort
Bonner, Lottie Hale .....	Aurora .....	Beaufort
Booth, Jean .....	Oxford .....	Granville
Boren, Chase .....	Pomona .....	Guilford
Bostian, Fannie .....	Albemarle .....	Stanly
Bowman, Addie .....	Lilesville .....	Anson
Boyce, Josephine M. ....	Rich Square .....	Northampton
Bracey, May .....	Rowland .....	Robeson
Braswell, Eugenia .....	Castalia .....	Nash
Bray, Katie E. ....	Sligo .....	Currituck
Bridgers, Flossie Janie.....	Woodland .....	Northampton
Bright, Florence Winfield...	Washington .....	Beaufort
Brockmann, Margaret Grace.	Greensboro .....	Guilford
Brogden, Nettie Lou .....	Goldsboro .....	Wayne
Brookbank, Lydia Eloise ...	Kernersville .....	Forsyth
Brooks, Annie .....	Greensboro .....	Guilford
Brown, Anna E. ....	Winston-Salem ..	Forsyth
Brown, Bonnie May .....	Kinston .....	Lenoir
Brown, L. Delphine .....	Winston-Salem ..	Forsyth
Brown, Ethel .....	Tarboro .....	Edgecombe
Brown, Mary Katherine.....	Albemarle .....	Stanly
Brown, Mary Louise .....	Chadbourn .....	Columbus
Browne, Annie Goodloe.....	Vaughan .....	Warren
Bryan, Eunice .....	Rich Square .....	Northampton
Bryant, Ellen C. ....	Rich Square .....	Northampton
Buford, Nannie .....	Salisbury .....	Rowan
Buhman, Clarence McQueen.	Ayden .....	Pitt
Bullard, Sallie .....	Laurinburg .....	Scotland
Burbage, Mary Olivia .....	Como .....	Hertford
Burch, Hattie E. ....	Roxboro .....	Person
Burleson, Bessie .....	Barnardsville ...	Buncombe
Burleson, Nettie .....	Barnardsville ...	Buncombe
Burt, Mamie .....	Holly Springs ...	Wake
Butler, Carrie Boyd .....	Pireway .....	Columbus
Butler, Erma G. ....	Greensboro .....	Guilford
Byerly, Girla D. ....	Advance .....	Davidson
Byerly, Ida Lea Emma .....	Lexington .....	Davidson
Bynum, Alice Bowden .....	Pittsboro .....	Chatham
Bynum, Ida Budd .....	Pittsboro .....	Chatham
Byrd, Nell .....	Swiss .....	Yancey
Canaday, Emily Jane .....	Smithfield .....	Johnston
Capps, Elizabeth .....	Manson .....	Warren

Name	Postoffice	County
Carland, Sue Agnes .....	Fletcher .....	Henderson
Carpenter, Nora .....	Ansonville .....	Anson
Carson, Florence .....	Bessemer City ...	Gaston
Carson, Jennie .....	Bethel .....	Pitt
Carter, Eula Lee .....	Winton .....	Hertford
Cashwell, Claudia .....	Mocksville .....	Davie
Cauble, Bessie L. ....	Salisbury .....	Rowan
Caudill, Myrtle .....	Valle Crucis .....	Watauga
Ceatham, Rosa Geneva....	Henderson .....	Vance
Cheek, Rosa .....	Roxboro .....	Person
Clark, Nita .....	Seaboard .....	Northampton
Clayton, Janie .....	Oxford .....	Granville
Clegg, Mary .....	Pittsboro .....	Chatham
Clement, Hattie .....	Oxford .....	Granville
Clifton, May Pearl .....	Faison .....	Sampson
Clodfelter, Daisie .....	Lexington .....	Davidson
Coats, Bessie Durand .....	Smithfield .....	Johnston
Coats, Dora .....	Smithfield .....	Johnston
Cobb, Leila M. ....	Goldsboro .....	Wayne
Cobb, Margaret Brooks....	Elizabeth City ...	Pasquotank
Cobb, Pauline .....	Morganton .....	Burke
Coble, Madge .....	Greensboro .....	Guilford
Coble, Maggie Linda .....	Greensboro .....	Guilford
Cohoon, Lula May .....	Columbia .....	Tyrrell
Compton, Clara Mable....	Ridgeville .....	Caswell
Connolly, Lizzie .....	Biscoe .....	Montgomery
Conner, Mabel .....	Rich Square .....	Northampton
Cooke, Ina Blanche .....	Elkin .....	Surry
Cooper, Margaret E. ....	Graham .....	Alamance
Coppersmith, Fannie .....	Elizabeth City ...	Pasquotank
Cotchett, Mellie Moulton....	Wilmington .....	New Hanover
Cowan, Mary Z. ....	Elmwood .....	Iredell
Cowles, Esther Young .....	Statesville .....	Iredell
Cox, Helen Bryan .....	Greensboro .....	Guilford
Cox, Margaret Elizabeth....	Moyock .....	Currituck
Craven, Loula Ellis .....	Concord .....	Cabarrus
Crawford, Bryte .....	Gastonia .....	Gaston
Crawford, Ethel Pauline ....	Marion .....	McDowell
Cromartie, Isabelle Leete ...	Clarkton .....	Bladen

Dalton, Margaret L. .... Winston-Salem ..Forsyth

Daniel, Bertha Lunsford ...Roxboro ..Person

Name	Postoffice	County
Darden, Josie .....	Ayden .....	Greene
Darden, Nannie .....	Ayden .....	Greene
Davis, Annie Dent .....	Greensboro .....	Guilford
Dees, Okla .....	Grantsboro .....	Pamlico
Dillahunt, Lila .....	Kinston .....	Lenoir
Dixon, Lula John .....	Greensboro .....	Guilford
Dixon, Mamie H. ....	Durham .....	Durham
Dixon, Nettie .....	Greensboro .....	Guilford
Dorsett, Clare Pearl .....	Altapass .....	Mitchell
Dortch, Elsie L. ....	Goldsboro .....	Wayne
Douglas, Fannie Virginia....	West Durham ...	Durham
Douglass, Vivian .....	Barium Springs ..	Iredell
Duke, Edna Hardeastle ....	Hamlet .....	Richmond
Dulin, Julia .....	Harbinger .....	Currituck
Dunham, Laura Virginia....	Salisbury .....	Rowan
Earnhardt, Jessie .....	Lenoir .....	Caldwell
Eaton, Agnes Lucile .....	Cleveland .....	Rowan
Edwards, Edith D. ....	Sunbury .....	Gates
Edwards, Mary .....	Wilson .....	Wilson
Edwards, Pauline Gill .....	Henderson .....	Vance
Ellis, Mary Shepard .....	Henderson .....	Vance
Elwell, Nellie .....	Greensboro .....	Guilford
Ervin, Catharine E. ....	Morganton .....	Burke
Evans, Henrietta Oliver ....	Fayetteville ....	Cumberland
Evans, Mallie McCurdy ....	Fayetteville ....	Cumberland
Evans, Stella M. ....	Spray .....	Rockingham
Exum, Martha .....	Snow Hill .....	Greene
Ezzelle, Annie .....	Waxhaw .....	Union
Faison, Georgia H. ....	Clinton .....	Sampson
Faison, Margaret Johnson..	Clinton .....	Sampson
Farish, Pricie .....	Blackwells .....	Caswell
Farmer, Mary Clyde .....	Wilson .....	Wilson
Fayssoux, Edith White....	Gastonia .....	Gaston
Fentress, Lilla.....	Franklinville ....	Randolph
Ferebee, Lucy Lamb.....	Camden .....	Camden
Ferguson, Sarah Lula .....	Crabtree .....	Haywood
Ferrell, Cordelia .....	Durham .....	Durham
Ferrell, Mattie C. ....	Sligo .....	Currituck
Field, Lillian .....	Hickory .....	Catawba
Fields, Clyde .....	Amelia .....	Alleghany
Fields, Pearl .....	Amelia .....	Alleghany

Name	Postoffice	County
Fisher, Crete .....	Roseboro .....	Sampson
Fitzgerald, Mary .....	Mocksville .....	Davie
Flack, Love May .....	Rutherfordton ...	Rutherford
Flanagan, Mary .....	Farmville .....	Pitt
Flintoff, Alice .....	Danville, Va .....	Caswell
Forney, Edna A. ....	Greensboro .....	Guilford
Fountain, Alma .....	Tarboro .....	Edgecombe
Foust, Elvira Worth .....	Mt. Vernon Spgs..	Chatham
Franck, Lillian May .....	Richlands .....	Onslow
Franck, Virginia Lee .....	Richlands .....	Onslow
Franks, Berta Lillian .....	Elon College .....	Alamance
Freeman, Bertie C. ....	Greensboro .....	Guilford
Freeman, Margaret E. ....	Burlington .....	Alamance
Freeze, Lillian .....	Glass .....	Cabarrus
Furman, Annie Winston ....	Oxford .....	Granville
Gainey, Carrie Belle .....	Sherwood .....	Cumberland
Garvey, Bina Fay .....	Beaver Creek ....	Ashe
Gibbs, Annie May .....	Beaufort .....	Carteret
Gibbs, Lemma B. ....	Reidsville .....	Rockingham
Gill, Emma W. ....	Laurinburg .....	Scotland
Gill, Louisa North .....	Laurinburg .....	Scotland
Glenn, Gertrude .....	Gastonia .....	Gaston
Glenn, Lena .....	Gastonia .....	Gaston
Gluyas, Lucy .....	Charlotte .....	Mecklenburg
Goforth, Eva Dell .....	Lenoir .....	Caldwell
Goley, Margaret C. ....	Graham .....	Alamance
Gordon, Florence .....	Jamestown .....	Guilford
Gray, Elizabeth .....	Charlotte .....	Mecklenburg
Gray, Ruby Rollins .....	Kinston .....	Lenoir
Green, Annie .....	Cana .....	Davie
Green, May .....	Cana .....	Davie
Griffin, Hattie Hill .....	Goldsboro .....	Wayne
Griffin, Mamie .....	Goldsboro .....	Wayne
Gudger, Evelyn H. ....	Marshall .....	Madison
Hackney, Bessie Hill .....	Durham .....	Durham
Hall, Abbie .....	Belmont .....	Gaston
Hall, Grace .....	Webster .....	Jackson
Hall, Lydia Kathleen .....	Greensboro .....	Guilford
Hall, Sara Elizabeth .....	Rich Square .....	Northampton
Hamlin, Frances Courts ....	Reidsville .....	Rockingham
Hamrick, Darfer H. ....	Shelby .....	Cleveland

Name	Postoffice	County
Hanes, Blanche March .....	Mocksville .....	Davie
Hanes, Sara .....	Mocksville .....	Davie
Hannah, Zorah Florence ....	Waynesville .....	Haywood
Harger, Kate Cleo .....	Kernersville .....	Guilford
Harper, Annie Lee .....	Wakefield .....	Wake
Harper, Lela May .....	Vineland .....	Columbus
Harris, Alice G. ....	Wake Forest .....	Wake
Harris, Janie Esther .....	Henderson .....	Vance
Harry, Elizabeth Neely ....	Greensboro .....	Guilford
Hart, Cora .....	Mooreville .....	Rowan
Hart, Minnie D. ....	Rocky Mount ....	Edgecombe
Hartley, Ellen Frances ....	Lexington .....	Davidson
Hassell, Edith .....	Edenton .....	Chowan
Hassell, Paulina .....	Edenton .....	Chowan
Hauser, Effie Blanche .....	Pfafftown .....	Forsyth
Hester, Eula N. ....	Bushy Fork .....	Person
Hiatt, Mollie Margie .....	Pilot Mountain ..	Surry
Hicks, Belle .....	Henderson .....	Vance
Higdon, Eva Catherine ....	Higdonville .....	Macon
Hightower, Mamie Burton ..	Reidsville .....	Rockingham
Hines, Mary E. ....	Greensboro .....	Guilford
Hocutt, Nellie M. ....	Rocky Point .....	Pender
Hodges, Ethel .....	Kinston .....	Lenoir
Hodges, Mabel Clair .....	Kinston .....	Lenoir
Hoffman, Annie Lee .....	Morganton .....	Burke
Holloway, Pearl S. ....	Gorman .....	Durham
Holmes, Lula Jeanette ....	Efland .....	Orange
Horn, Esther .....	Mocksville .....	Davie
Horney, Myrtle .....	High Point .....	Guilford
Howard, Helen Murr .....	Morganton .....	Burke
Howell, Hattie Sherrod ....	Speed .....	Edgecombe
Hunt, Florence Rebecca ....	Kittrell .....	Vance
Hunt, Hazel .....	Goldsboro .....	Wayne
Hunter, Annie May .....	Henderson .....	Vance
Hunter, Maggie .....	East Laport .....	Jackson
Huske, Eleanor .....	Fayetteville .....	Cumberland
Hyman, Agnes B. ....	Baltimore, Md.	
Hyman, Elizabeth Spruill ..	Hobgood .....	Martin
Hyman, Emilie S. ....	Hobgood .....	Martin
Ives, Bessie Bryan .....	Bayboro .....	Pamlico

Name	Postoffice	County
Jackson, Ellen Kathleen....	Fayetteville .....	Cumberland
Jacobs, Bertha H. ....	Greensboro .....	Guilford
James, Mattie Brown .....	Winston-Salem ..	Forsyth
Jeffress, Bessie May .....	Pelham .....	Caswell
Jeffress, Florence .....	Canton .....	Haywood
Jeffress, Mary Elizabeth ....	Canton .....	Haywood
Jeffreys, Katherine .....	Goldsboro .....	Wayne
Jenkins, Beulah .....	Statesville .....	Iredell
Jenkins, Virginia Jane ....	Salisbury .....	Rowan
Jennings, Frances .....	Shelby .....	Cleveland
John, Margaret Warren ....	Raleigh .....	Wake
Johnson, Clara Louise .....	Greensboro .....	Guilford
Johnson, Flieda .....	Greensboro .....	Guilford
Johnson, Mary Foy .....	Delway .....	Sampson
Johnson, Mina .....	Clayton .....	Johnston
Johnson, Nellie .....	Morganton .....	Burke
Johnston, Julia Adams ....	Mooreville .....	Iredell
Johnston, Mary Ola .....	Mooreville .....	Iredell
Johnston, Myrtle Beatrice...	Roper .....	Washington
Johnston, Willie B. ....	Mooreville .....	Iredell
Jones, Catherine Holmes ....	Durham .....	Durham
Jones, Clara V. ....	Advance .....	Davie
Jones, Lucy .....	Greensboro .....	Guilford
Jordan, Bessie Noble .....	Hendersonville .	Henderson
Jordan, Marea .....	Durham .....	Durham
Jordan, Susie Avery .....	Conover .....	Catawba
Joyce, Nell M. ....	Danbury .....	Stokes
Kearns, Annie C. ....	Asheboro .....	Randolph
Keeter, Viola .....	Grover .....	Cleveland
Kelly, Ethel Penelope .....	Carthage .....	Moore
Kennett, Mary Lucile .....	Pleasant Garden..	Guilford
Kernodle, June Ray .....	Graham .....	Alamance
Kimball, Alice L. ....	Hargrove .....	Granville
Kime, Katie .....	Greensboro .....	Guilford
Kizer, Alice Belle .....	Salisbury .....	Rowan
Knight, Cora .....	Stokesdale .....	Rockingham
Knight, Fannie .....	Corapeake .....	Gates
Koonce, Laura Elizabeth ....	Richlands .....	Onslow
Koonce, Zannie .....	Chadbourn .....	Columbus
Kornegay, James Mary ....	Mt. Olive .....	Wayne



Name	Postoffice	County
Lacy, Frances .....	Raleigh .....	Wake
Lacy, Nannie .....	Raleigh .....	Wake
Lambe, Clara Irene .....	Siler City .....	Chatham
Landis, Augusta Williamson.	Oxford .....	Granville
Landis, Florence P. ....	Oxford .....	Granville
Lane, Ivy Horner .....	Franklinton .....	Granville
Lasley, Lola Jeannette ....	Burlington .....	Alamance
Lassiter, Rena Gray .....	Wake Forest ....	Wake
Latham, Edith .....	Kinston .....	Lenoir
Leary, Bettie .....	Merry Hill .....	Bertie
Ledbetter, Alice Cordelia...	Greensboro .....	Guilford
Lentz, Ada Lillian .....	Gold Hill .....	Cabarrus
Lentz, Winnie Lee .....	Hickory .....	Catawba
Lewis, Carrie Louise .....	Wilson .....	Wilson
Lewis, Sally Walker .....	Milton .....	Caswell
Litchfield, Sallie R. ....	Aurora .....	Beaufort
Littmann, Minnie .....	Salisbury .....	Rowan
Love, Lois .....	Statesville .....	Iredell
Lovelace, Roy .....	Wilson .....	Wilson
Lucas, Louise .....	White Oak .....	Bladen
Luther, Lena Bridges .....	Fayetteville .....	Cumberland
McArn, Nannie .....	Maxton .....	Robeson
McArthur, Helen .....	Winston-Salem ..	Forsyth
McBryde, Jane Brown .....	Red Springs .....	Robeson
McCanless, Sadie .....	Granite Quarry ..	Rowan
McCulloch, Mary .....	Greensboro .....	Guilford
McGirt, Flora Anna .....	Rowland .....	Robeson
McIntire, Snowdrop .....	High Point .....	Guilford
McIntosh, Carrie Louise ....	Waynesville .....	Haywood
McKay, Lassie Louine ....	Rosindale .....	Bladen
McLean, Clyde .....	Democrat .....	Buncombe
McLean, Vonnice .....	Democrat .....	Buncombe
McLendon, Nellie .....	Matthews .....	Union
McMillan, Annie Teresa ....	Fayetteville ....	Cumberland
McMillan, Hettie Ruth ....	Fairmont .....	Robeson
McMillan, Jessie Elizabeth..	Fayetteville .....	Cumberland
McNeely, Myrtle .....	Greensboro .....	Guilford
McWhorter, Winnie Eugenia	Mount Olive ....	Wayne
Macon, Margie Glenn .....	Louisburg .....	Franklin
Malloy, Eugenia .....	Greensboro .....	Guilford
Mann, Marianna .....	Barium Springs ..	Iredell
Marine, Clyde .....	Marines .....	Onslow



Name	Postoffice	County
Marks, Mary Pink .....	Whitakers .....	Edgecombe
Marsh, Eunice H. ....	Marshville .....	Union
Martin, Annie Laurie .....	Salisbury .....	Rowan
Martin, Beulah May .....	Eureka .....	Wayne
Medearis, Mat Hoskins .....	Summerfield .....	Guilford
Middleton, Ida Lee .....	Goldsboro .....	Wayne
Miller, Elbie Florence .....	Asheboro .....	Randolph
Miller, Ollie Lethia .....	Concord .....	Cabarrus
Mintz, Cassie G. ....	Southport .....	Brunswick
Mitchell, Mary Balwin ....	Wilmington .....	New Hanover
Mitchell, Verdie .....	Arba .....	Green
Monroe, Maggie S. ....	Argyle .....	Cumberland
Monroe, Mary Agnes .....	Fayetteville ....	Cumberland
Moore, Martha Hawes .....	Fayetteville ....	Cumberland
Morgan, Lucy Lee .....	Corapeake .....	Gates
Morgan, Mattie .....	Glover .....	Nash
Moring, Annie Jackson ....	Asheboro .....	Randolph
Morrison, Alice Tye .....	Wadesboro .....	Anson
Morrison, Hallie .....	Statesville .....	Iredell
Morrow, Adelaide .....	Mebane .....	Orange
Moses, Mary .....	Raleigh .....	Wake
Moses, Mildred .....	Raleigh .....	Wake
Munds, Annette Claypole ...	Wilmington .....	New Hanover
Mundy, Agnes .....	Denver .....	Lincoln
Mundy, Stella .....	Denver .....	Lincoln
Napier, Emma K. ....	New London ....	Stanly
Newby, Penelope Blount ....	Hertford .....	Perquimans
Nixon, Annie Alberta .....	Lincolnton .....	Lincoln
Norfleet, Katherine .....	Roxobel .....	Bertie
Nunn, Natalie .....	Kinston .....	Lenoir
Ogburn, Alie Bertha .....	Willow Springs ..	Wake
Ogburn, Bright Swindell ...	Monroe .....	Union
Orr, Mary .....	Charlotte .....	Mecklenburg
Orvis, Mary Irene .....	Greensboro .....	Guilford
Osborne, Elsie L. ....	Greensboro .....	Guilford
Owen, Kate Lea .....	Keyser .....	Moore
Parham, Mamie .....	Lumber Bridge ..	Robeson
Paris, Nemmie Garrett .....	Rocky Mount ....	Nash
Parker, Beulah E. ....	Monroe .....	Union
Parker, Helen Vinson .....	Asheville .....	Buncombe

Name	Postoffice	County
Parker, Irene McKoy .....	Cotton .....	Cumberland
Parker, Kate Banner .....	Mount Airy .....	Surry
Parrott, Sallie E. ....	Kinston .....	Lenoir
Parsons, Allie .....	Randleman .....	Randolph
Paschal, Helen .....	Siler City .....	Chatham
Patterson, Helen Grey .....	Concord .....	Cabarrus
Payne, Marie Elsie .....	Belew Creek ....	Rockingham
Peedin, Minnie Lee .....	Selma .....	Johnston
Pegram, Eva .....	Stokesdale .....	Guilford
Pepper, Blanche .....	Danbury .....	Stokes
Perkins, Nellie V. ....	Sligo .....	Currituck
Person, Gertrude .....	Pikeville .....	Wayne
Pettigrew, Nellie F. ....	Reidsville .....	Rockingham
Petty, Martha Tomlinson ...	Archdale .....	Randolph
Pickett, Flossie .....	Liberty .....	Randolph
Pickett, Margaret .....	Liberty .....	Randolph
Pitt, Mary Bland .....	Tarboro .....	Edgecombe
Plonk, Jettie .....	King's Mountain.	Cleveland
Plonk, Lucy M. ....	King's Mountain.	Cleveland
Poole, Mary Katherine Van..	Salisbury .....	Rowan
Pope, Velna .....	Jackson .....	Northampton
Powell, Carrie Harper .....	Lenoir .....	Caldwell
Powell, Etta Edmundson ....	Whitakers .....	Nash
Powell, Rosa Lillian .....	Blanche .....	Caswell
Powers, Virginia O. ....	Wallace .....	Pender
Powers, Willard .....	Rutherfordton ...	Rutherford
Pressly, Josephine .....	Lincolnton .....	Lincoln
Proctor, Leslie Gilliam .....	Lumberton .....	Robeson
Provost, Gertrude .....	Marines .....	Onslow
Puette, May Wilson .....	Lenoir .....	Caldwell
Radcliffe, Gertrude Beatrice.	Pantego .....	Beaufort
Ramsaur, Mary A. ....	China Grove .....	Rowan
Ramsay, Annie Laurie .....	Salisbury .....	Rowan
Ratliff, Mary Elizabeth ....	Wadesboro .....	Anson
Ray, Judea .....	Danbury .....	Stokes
Redmond, Kate .....	Tarboro .....	Edgecombe
Redmond, Lena R. ....	Tarboro .....	Edgecombe
Redmond, Margaret .....	Tarboro .....	Edgecombe
Reeves, Ruth .....	Blowing Rock ...	Watauga
Reid, Daisy Victoria .....	Rutherfordton ...	Rutherford
Renn, Myrtle Lea .....	Oxford .....	Granville
Rhyne, Nena .....	Gastonia .....	Gaston

Name	Postoffice	County
Richardson, Stella S. ....	Jamestown .....	Guilford
Robertson, Myrtle .....	Rowland .....	Robeson
Robertson, Pearle S. ....	Washington, D. C.	
Robinson, Elizabeth Hicks..	Fayetteville .....	Cumberland
Rogers, Maude Fleetwood ...	Durham .....	Durham
Rudisill, Frances Janette ...	King's Mountain.	Cleveland
Scales, Viola .....	Walnut Cove .....	Stokes
Schwab, Beatrice M. ....	Goldsboro .....	Wayne
Sessoms, Clara .....	Stedman .....	Cumberland
Seymour, Pearle .....	Burlington .....	Alamance
Sharpe, Lois .....	Hiddenite .....	Alexander
Sheppard, Katherine S. ....	Winston-Salem ..	Forsyth
Shore, Lizzie .....	Winston-Salem ..	Forsyth
Shore, Mamie .....	Rural Hall .....	Forsyth
Shuford, Linda Lowe .....	Newton .....	Catawba
Siler, Bessie .....	Staley .....	Chatham
Simpson, Annie Joe .....	Summerfield .....	Rockingham
Simpson, Della Mildred ....	Summerfield .....	Rockingham
Slaughter, Huldah .....	Goldsboro .....	Wayne
Sloan, Clara Edith .....	Belmont .....	Gaston
Sloan, H. Atwood .....	Teachey .....	Duplin
Smith, Amma C. ....	Anna .....	Alleghany
Smith, Mamie Adella .....	Whiteville .....	Columbus
Smith, Margaret M. ....	Rutherfordton ...	Rutherford
Smith, Myrtle Irene .....	Pilot Mountain ..	Surry
Smith, Sallie Slocumb .....	Dunn .....	Harnett
Smith, Sue .....	Dunn .....	Harnett
Smoak, Jessie Gowan .....	Wilkesboro .....	Wilkes
Snipes, Dora May .....	Goldsboro .....	Wayne
Spain, Rosa Lee .....	Henderson .....	Vance
Spaugh, S. Myrtle .....	Mount Airy .....	Surry
Speight, Agnes Granberry...	Roper .....	Washington
Spruill, Patty Louise .....	Pinetown .....	Beaufort
Stacy, Annie .....	Nebo .....	McDowell
Stanbury, Annie L. ....	Boone .....	Watauga
Stanbury, Bertha Alice ....	Boone .....	Watauga
Stancill, Clyde .....	Hill .....	Pitt
Stanford, Grace C. ....	Teer .....	Orange
Starr, Emma Eliza .....	Greensboro .....	Guilford
Stepp, Delorah .....	Hendersonville ..	Henderson
Stevens, Eliza .....	Goldsboro .....	Wayne
Stevens, Leola .....	Orbit .....	Bladen

Name	Postoffice	County
Stevens, Marion Lee .....	Goldsboro .....	Wayne
Stough, Mellie Brown .....	Cornelius .....	Mecklenburg
Strange, Florrie Catherine..	Waxhaw .....	Union
Strickland, Belle .....	Louisburg .....	Franklin
Summerell, Jane .....	China Grove ....	Rowan
Thigpen, Mary Virginia .....	Speed .....	Edgecombe
Thomas, Lena Elizabeth ....	Williamston .....	Martin
Thomas, Mary Josephine L...	Lenoir .....	Caldwell
Thompson, Mary Grey .....	Holman's Mills ..	Alamance
Tillett, Zora Ethel .....	Corolla .....	Currituck
Townsend, Mollie E. ....	Valle Crucis ....	Watauga
Townsend, Virginia .....	Greensboro .....	Guilford
Trafton, Nan Permelia ....	Belcross .....	Camden
Tuggle, Carolyn Clarke ....	Martinsville, Va..	Henry
Tulbert, Sarah .....	Wilkesboro .....	Wilkes
Tull, Winifred Ruby .....	Kinston .....	Lenoir
Turner, Bernice .....	Statesville .....	Iredell
Turner, Rose Louise .....	Greensboro .....	Guilford
Umstead, Claude L. ....	Rougemont .....	Durham
Umstead, Urma U. ....	Stem .....	Granville
Vernon, Anna .....	Wake Forest ....	Wake
Vernon, Catherine Emily....	Wake Forest ....	Wake
Vickery, May A. ....	Loray .....	Iredell
Viele, Ada B. ....	Salisbury .....	Rowan
Viele, Hallie .....	Salisbury .....	Rowan
Vinson, Nina N. ....	Brinkleyville ...	Halifax
Wagoner, Hattie .....	Gibsonville .....	Guilford
Wall, Ava Crettie .....	Clayton .....	Johnston
Walter, Clarita DeB. ....	Greensboro .....	Guilford
Walters, Mary Olive .....	Hertford .....	Perquimans
Wardlaw, Harriet C. ....	Greensboro .....	Guilford
Warlick, Ruth .....	Reepsville .....	Lincoln
Weathers, Pearl .....	Shelby .....	Cleveland
Weill, Laura B. ....	Wilmington ....	New Hanover
Wells, Ella .....	Wilson .....	Wilson
West, Lou J. ....	Dover .....	Craven
White, Lelia .....	Henderson .....	Vance
White, Lily Belle .....	Oxford .....	Granville
White, Willie Len .....	Concord .....	Cabarrus
Whitehurst, Lucy .....	Scotland Neck ...	Halifax

Name	Postoffice	County
Whitesides, Lula Lee .....	Gastonia .....	Gaston
Whitley, Ellie .....	Clayton .....	Johnston
Whitley, Sara Pauline .....	Albemarle .....	Stanly
Wicker, Valesta Myrtie .....	Lockville .....	Lee
Wiggins, Alienne Plummer..	Middleburg .....	Vance
Wilhelm, Annie Burns .....	Statesville .....	Iredell
Wilkes, Mary Goldie .....	Chadbourn .....	Columbus
Williams, Louisa J. ....	Williams .....	Yadkin
Williams, Mary E. ....	Mooreville .....	Iredell
Williams, Mattie E. ....	Greensboro .....	Guilford
Wills, Agnes Whitaker .....	Brinkleyville ....	Halifax
Wills, Annie Louise .....	Brinkleyville ....	Halifax
Wilson, Lucretia .....	Winston-Salem ..	Forsyth
Wilson, Maggie Rebecca ....	Charlotte .....	Mecklenburg
Wilson, Nora Belle .....	Charlotte .....	Mecklenburg
Winn, Jennie .....	Greensboro .....	Guilford
Winn, Lila .....	Greensboro .....	Guilford
Winstead, Annie .....	Nashville .....	Nash
Withers, Ruth .....	Lillington .....	Harnett
Woodard, Sadie Pearl .....	Raleigh .....	Wake
Wooten, Louise .....	La Grange .....	Lenoir
Wright, Frances P. ....	Shortoff .....	Macon
Young, Mary Elizabeth .....	Henderson .....	Vance
Zachary, Gertrude R. ....	Brevard .....	Transylvania

# STUDENTS IN TEACHERS' COURSE NOT CANDIDATES FOR DEGREES

Name	Postoffice	County
Absher, Mabel .....	Obids .....	Ashe
Albright, Annie J. ....	Greensboro .....	Guilford
Blake, Irene .....	Hope Mills .....	Cumberland
Burton, Frances .....	Reidsville .....	Rockingham
Cashwell, Bertha L. ....	Mocksville .....	Davie
Clayton, Alma .....	Stem .....	Granville
Crews, Floss P. ....	Kernersville .....	Forsyth
Dameron, Bess .....	Burington .....	Alamance
Dellinger, Eva .....	Iron Station .....	Lincoln
Fenner, Annie S. ....	Halifax .....	Halifax
Gilliland, Nina .....	Easley, S. C. ....	Pickens
Glass, Valeria .....	Straw .....	Wilkes
Grady, Annie E. ....	Mount Olive .....	Wayne
Hamilton, Lillie .....	Marshville .....	Union
Hawkins, Annie R. ....	Brown Summit ..	Guilford
Hood, Rachel .....	Matthews .....	Mecklenburg
Lovelace, Daisy E. ....	Ellenboro .....	Cleveland
McKaughan, Nelia .....	Greensboro .....	Guilford
McNeely, Janet L. ....	Greensboro .....	Guilford
Meador, Minnie .....	Reidsville .....	Rockingham
Miller, Anita .....	Mocksville .....	Davie
Powell, Florence .....	Garner .....	Wake
Sleuman, Janie .....	Catawba .....	Catawba
Smith, Folsom .....	Summerfield .....	Guilford
Sockwell, Flora Belle .....	Gibsonville .....	Guilford
Sykes, Sallie J. ....	Garysburg .....	Northampton
Thomas, Sallie Cross .....	West Durham ...	Durham
Wakefield, Willie H. ....	Charlotte .....	Mecklenburg
Wall, Dora .....	Pinnacle .....	Stokes
Washington, Ettie .....	Oxford .....	Granville
Watkins, Phoebe .....	Polkton .....	Anson
Whitson, Jennie A. ....	Biltmore .....	Buncombe
Witherspoon, Hattie .....	Newton .....	Catawba



## TOTAL NUMBER RECEIVING INSTRUCTION FROM THE INSTITUTION

Number of students in College .....	545
Number of pupils in Training School .....	385
Total number taught .....	<u>930</u>

## SUMMARY

### BY COUNTIES OF NORTH CAROLINA

9 Alamance	9 Gaston	2 Pasquotank
2 Alexander	4 Gates	2 Pender
3 Alleghany	13 Granville	2 Perquimans
5 Anson	4 Greene	4 Person
2 Ashe	53 Guilford	4 Pitt
6 Beaufort	5 Halifax	1 Polk
2 Bertie	3 Harnett	9 Randolph
4 Bladen	5 Haywood	1 Richmond
1 Brunswick	3 Henderson	9 Robeson
6 Buncombe	2 Hertford	13 Rockingham
7 Burke	1 Hyde	16 Rowan
6 Cabarrus	15 Iredell	5 Rutherford
5 Caldwell	2 Jackson	5 Sampson
2 Camden	7 Johnston	2 Scotland
1 Carteret	2 Lee	4 Stanly
6 Caswell	12 Lenoir	5 Stokes
7 Catawba	6 Lincoln	6 Surry
7 Chatham	4 Macon	1 Transylvania
2 Chowan	1 Madison	1 Tyrrell
11 Cleveland	3 Martin	7 Union
6 Columbus	2 McDowell	11 Vance
1 Craven	9 Mecklenburg	15 Wake
16 Cumberland	1 Mitchell	2 Warren
6 Currituck	1 Montgomery	2 Washington
4 Davidson	3 Moore	5 Watauga
10 Davie	5 Nash	20 Wayne
1 Duplin	5 New Hanover	3 Wilkes
11 Durham	9 Northampton	5 Wilson
12 Edgecombe	5 Onslow	1 Yadkin
12 Forsyth	5 Orange	1 Yancey
3 Franklin	2 Pamlico	



## SCOPE OF PATRONAGE

The following interesting and suggestive table of statistics, obtained from the students themselves, shows the character of the patronage of the Institution:

Number of students .....	545
Number of counties represented .....	92
Average age of students .....	19
Number of graduates of other institutions for women..	9
Number who have taught .....	116
Number who are defraying their own expenses.....	171
Number whose fathers are not living .....	115
Number whose fathers are farmers .....	172
Number whose fathers are merchants .....	63
Number whose fathers are clergymen .....	9
Number whose fathers are physicians .....	25
Number whose fathers are teachers .....	8
Number whose fathers are lawyers .....	11
Number whose fathers are lumber dealers .....	9
Number whose fathers are traveling salesmen .....	13
Number whose fathers are manufacturers .....	21
Number whose fathers are mechanics .....	8
Number whose fathers are railroad employees .....	5
Number whose fathers are real estate agents.....	3
Number whose fathers are carpenters .....	2
Number whose fathers are insurance agents .....	5
Number whose fathers are contractors .....	9
Number whose fathers are editors .....	3
Number whose fathers are bookkeepers .....	4
Number whose fathers are government officials .....	25
Number whose fathers are bankers .....	4
Number whose fathers have retired from business .....	7
Number educated partially or entirely in public schools,	520
Number who, according to their own statement, would not have attended any North Carolina college, if they had not become students of the State Normal and Industrial College .....	330

## THESE FIGURES SHOW

1. That nearly one-fourth of the students of the past year defrayed their own expenses.
2. That 330 students, or 60 per cent., would have attended no other North Carolina college.
3. That 520 students, or 95 per cent., received their preparation partially or entirely in the public schools.







VII  
VIEW IN PEABODY PARK

STATE NORMAL AND  
INDUSTRIAL COLLEGE

LIBRARY  
OF THE  
UNIVERSITY OF ILLINOIS

# INDEX

Admission of Students .....	20
To Freshman Class .....	20-23
To Advanced Standing .....	24
Appointments, County .....	60-61
Art, Domestic .....	55
Arts, Manual, Department of .....	43
Association, Young Women's Christian .....	82
Biology, Courses in .....	38-40
Board of Directors .....	8
Boarding Arrangement .....	60
Places in the Dormitories .....	60-61
Bookkeeping .....	59
Botany, Course in .....	39
Buildings .....	73
Calendars .....	6-7
Chemistry, Courses in .....	41-42
Civics, Course in .....	37
College, History of Establishment .....	17
Purpose and Organization of .....	18
Service of to State .....	78
Some Distinctive Features of .....	80
Commercial Department .....	56
Certificates of .....	57
Correspondence, Courses in .....	58
Committees of Faculty .....	102-103
Contract .....	69-70
Cooking. See Domestic Science .....	53
County Appointments .....	60
Courses of Instruction .....	31-59
Courses of Study .....	25
Leading to Degrees .....	25-28
Brief, for Teachers .....	30
For Students not Candidates for Degrees .....	29
Regulations Concerning .....	28-29
Culture, Physical .....	79
General .....	77
Religious .....	76
Degrees .....	25
Course leading to Bachelor of Pedagogy.....	26
to Bachelor of Arts .....	26-27
to Bachelor of Science .....	27
to Bachelor of Music .....	28
Departments of Instruction .....	31-59
Directions, Important .....	16
Directors, Board of .....	8
Discipline. See Government .....	68
Domestic Art, Department of .....	55
Domestic Science, Department of .....	53-55

# INDEX — Continued

Dormitories .....	60
Drawing, Department of .....	52-53
Elocution. See Expression .....	35
English, Courses in .....	34
Admission Requirements in.....	21-22
Equipment .....	72
Examinations, Entrance .....	20-23
Times and Places of .....	23
For County Appointments .....	61
Expenses .....	63-65
Expression, Courses in .....	35
Faculty .....	9-13
Standing Committees of .....	102-103
Features of College .....	80
Fees. See Expenses .....	63
Fellowships .....	67
Free Tuition Agreement .....	66
French, Courses in .....	45
Geology, Course in .....	41
German, Courses in .....	46-47
Government .....	68
Greensboro, Educational Center .....	71
Accessibility of .....	72
Health and Medical Attention .....	79
History, Courses in .....	36
Hygiene, Course in .....	47
Ideas for which the College stands .....	3-4
Infirmary. See Equipment .....	74
Information, General .....	71
Institution. See College.	
Instruction, Departments of .....	31-59
Courses of. See English, History, etc.	
Laboratories. See Equipment .....	72
Languages. See Latin, etc.	
Latin, Courses in .....	44
Library .....	74
Loan Funds .....	67
Magazine, State Normal .....	84
Manual Arts, Department of .....	43
Mathematics, Courses in .....	38
Medical Attention .....	79
Music, School and Vocal .....	48-50
Instrumental .....	51-52
Course Allowing Special Attention to .....	28
Officers of Institution .....	14
Opening, Date of .....	7
Organizations .....	82
Literary Societies .....	82
Christian Association .....	82



# INDEX — Continued

Patronage, Scope of .....	100
Pedagogy, Courses in .....	31-33
Degree course allowing special attention to....	26
Physical Training .....	48
Physics, Courses in .....	42
Physiology .....	47
Practice and Observation School. See Training School.	
Reading and Elocution .....	35
Reading Room. See Library.	
Registry, Teachers' .....	84
Regulations, Course of Study .....	28-29
Religious Life .....	76
Requirements for Admission .....	20
Science, Course leading to Bachelor of .....	27
Science, Domestic .....	53
Service of College .....	78
Sewing. See Domestic Art .....	55
Shorthand .....	56
Social Life .....	75
Societies. See Organizations .....	82
Spirit of the Institution .....	77
Stenography. See Shorthand .....	56
Students, List of .....	85-98
Interesting Table of Statistics .....	100
Summary by Counties .....	99
Teachers, Brief Courses for .....	30
Teachers' Registry .....	84
Text-books .....	65
Training, Physical .....	48
Training School for Teachers .....	32
Tuition, Charges. See Expenses .....	63
Free .....	66
Agreement Required .....	66
Typewriting .....	58

















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